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ABSTRACT

In 1976, the State Board of Education of South Carolina approved a final, revised definition of the minimum educational program that school districts could offer. The Defined Minimum Program for South Carolina School Districts became effective on July 1, 1977. This document presents the current version of that definition, including revisions made as a result of actions taken since June 5, 1980. The document was reprinted, with final revisions, May 1, 1986. The document's introduction reviews the statutory base for the program mandate and describes the accreditation process to which all districts must submit. Subsequent sections of the document display in outline format the standards that districts must meet in seven areas: (1) the district board of trustees, (2) district operations, (3) educational programs for kindergarten through sixth grade, (4) programs for grades 7-8, (5) programs for grades 9-12, (6) vocational education programs, and (7) adult education programs. The standards in the first two areas concern the board's powers and duties, district organization and administration, school improvement councils, district reports, public access to budgets, developmental and remedial programs, central staff services, and management and records systems. Standards for the educational programs themselves concern qualifications of personnel, the curriculum, administrative organization, graduation requirements, and related information. Appendixes list courses approved for inclusion in the curriculum and areas in which teachers must be certified to teach specified subjects. (PGD)

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Defined Minimum Program For South Carolina School Districts

1986

SOUTH CAROLINA DEPARTMENT OF EDUCATION

CHARLIE G. WILLIAMS
State Superintendent of Education

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Defined Minimum Program For South Carolina School Districts

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1986

SOUTH CAROLINA DEPARTMENT OF EDUCATION:
AN EQUAL OPPORTUNITY AGENCY

CHARLIE G. WILLIAMS
State Superintendent of Education

FOREWARD

In 1972, a Defined Minimum Program Advisory Committee was appointed to make recommendations on standards that would be appropriate for accrediting South Carolina public schools to ensure the implementation of at least a minimum education program in each school district.

The State Board of Education officially approved the *Defined Minimum Program for South Carolina School Districts* by resolution adopted February 9, 1973, for trial use in ten selected school districts, as amended March 8, 1974, for general phase-in for all school districts, and as amended April 11, 1975, for full statewide implementation on July 1, 1975. On December 10, 1976, the State Board of Education approved a revision of the *Defined Minimum Program for South Carolina School Districts* that became effective on July 1, 1977.

On January 11, 1980, the State Board of Education approved a revised document which contained regulations promulgated pursuant to the 1977 Act No. 176, as amended. This document was submitted to the Speaker of the House of Representatives and President of the Senate on January 11, 1980. The *Defined Minimum Program for South Carolina School Districts* was approved by a joint resolution and ratified on June 5, 1980.

The document incorporates changes to the *Defined Minimum Program for South Carolina School Districts* that have occurred as a result of State Board of Education actions since June 5, 1980. (Reprinted with revisions May 1, 1986.)

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Defined Minimum Program For South Carolina School Districts

INTRODUCTION

One of the eleven objectives adopted by the State Board of Education in 1970 was to insure the implementation of at least a defined minimum educational program in each local school district by 1975.

DEFINED MINIMUM PROGRAM IN EACH DISTRICT

The primary responsibility of the State Board of Education is to insure a system of public education which provides adequate education opportunities to every student regardless of his economic status, race, sex, or geographic location. To fulfill this responsibility, the following criteria must be met:

1. The minimum acceptable education program must be defined.
2. Adequate human and financial resources to insure at least the minimum level must be obtained.
3. Every school district must provide at least the minimum program.

THE STATUTORY BASE

The 1963 General Assembly delegated the following specific powers to the State Board of Education by Act 309:

1. Adopt policies, rules, and regulations not inconsistent with the laws of the State for its own government and for the government of the free public schools.
2. Annually approve budget requests for the institutions, agencies, and services under the control of the Board as prepared by the State Superintendent of Education prior to being submitted to the Budget and Control Board and the General Assembly.
3. Adopt minimum standards for any phase of education as considered necessary to aid in providing adequate educational opportunities and facilities.
4. Prescribe and enforce rules for the examination and certification of teachers.
5. Grant State Teachers' Certificates and revoke them for immoral or unprofessional conduct or evident unfitness for teaching.
6. Prescribe and enforce courses of study for the free public schools.

7. Prescribe and enforce the use of textbooks and other instructional materials for the various subjects taught in the free public schools of the State, both high schools and elementary schools, in accordance with the courses of study as prepared and promulgated by the Board.

8. Appoint committees and members of committees as may be required or as may be desirable to carry out the orderly function of the Board.

9. Cooperate fully with the State Superintendent at all times to the end that the State system of public education may constantly be improved.

10. Assume other responsibilities and exercise other powers and perform other duties as may be assigned to it by law or as it may find necessary to aid in carrying out the purpose and objectives of the Constitution of the State.

The State Board of Education's primary role is to represent the people of the State as the policy-making body designated to regulate, evaluate, upgrade, and control the statewide system of public elementary and secondary education. It recognizes the importance of the accepted principle of local control of public education, but believes the effective local control means full responsibility and accountability to the electorate. The State Board of Education's policies are implemented by the State Superintendent of Education through local school administrators.

The State Superintendent of Education is responsible for evaluating public education, developing plans for improvement, providing aid to local school districts, and developing short- and long-range plans for educational advancement for the State Board of Education's consideration in prescribing a defined minimum program of education which no school district shall fail to meet.

The State Board of Education has adopted a basic policy that the State Superintendent of Education shall have a written, approved five-year plan for continuous educational improvement to be updated annually and used by the Board to submit budget requests.

ACCREDITATION CRITERIA

Each school district shall provide a defined minimum educational program approved by the State Board of Education that complies with standards prescribed for the boards of trustees, district operations, elementary and middle grades, secondary grades, summer school programs, area vocational centers, and adult education. If a school district's educational program is evaluated as failing to comply with prescribed standards, it shall be considered as offering a program that is deficient in meeting local educational needs and such failure shall be indicated in the status of the accreditation classification.

State Board of Education Approval Procedures

A school district shall obtain approval for its educational program to be accredited by the State Board of Education by one of the following procedures:

1. Meet the criteria prescribed by the State Board of Education in the **Defined Minimum Program for South Carolina School Districts.**

2. Submit a contract to the State Board of Education for approval of variations for the prescribed defined minimum program. The criteria for approval of contract shall be based on the school district's commitment to comprehensive, continuous, long-range planning and effective utilization of resources for planned improvement of identified educational needs. Approval of contract provides for the development and implementation of an action plan to establish performance criteria that include the following:

    a. Identification of students' educational needs by local assessment.

    b. Establishment of measurable objectives for improving identified educational needs.

    c. Formulation of strategies or activities for achieving specific objectives.

    d. Evaluation procedures for determining success in achieving objectives.

    Note: Application forms for accreditation by contract will be supplied by the State Department of Education.

Accreditation Procedures

Each school district shall apply for accreditation to the State Department of Education, on or before October 15, as follows:

1. Data, assurances, and annual needs assessment with a written plan for educational improvement for boards of trustees; district operations; elementary, middle, and secondary grades; and area vocational centers will be submitted to the Chief Supervisor, Accreditation Section.

2. Data and assurances for adult education will be submitted to the Director, Office of Adult Education.

The Basic Educational Data System computer will scan the data and print a listing of deficiencies classified into seven main areas: (1) Boards of Trustees, (2) District Operations, (3) Elementary and Middle Grades, (4) Secondary Grades, (5) Summer School Programs, (6) Area Vocational Centers, and (7) Adult Education. The computer listings of deficiencies will be reviewed by State Department of Education staff and printouts of the preliminary analysis indicating existing deficiencies will be returned to districts and schools. The preliminary analysis will list one of the following accreditation classifications:

All Clear
Advised
Warned
Probation
Dropped

All Clear indicates that a district meets the standards prescribed by the State Board of Education for a defined minimum program.

Advised indicates that a district is not meeting all prescribed standards but the deficiencies may be easily corrected and/or substantial progress has been made in removing existing deficiencies.

Warned indicates that a district's educational program is failing to meet one or more of the accreditation standards. Districts that have a **Warned** accreditation classification are required to make substantial progress toward removal of deficiencies before submitting accreditation data the subsequent school year or their accreditation will be placed on **Probation.** In the case of serious deficiencies, districts with **Warned** classifications that fail to make substantial progress toward removal of the deficiencies may be dropped by action of the State Board of Education.

Probation indicates that serious deficiencies exist and the district will lose its accreditation unless satisfactory progress is made toward the removal of the deficiencies before the next school year.

Dropped indicates that the district's educational program has experienced serious problems in meeting prescribed standards for a defined minimum educational program for one or more school years, or that the program is deficient in meeting accreditation standards to such an extent that it does not merit accreditation. If the accreditation of a high school is **Dropped,** that school cannot issue State high school diplomas subsequent to the school year in which the accreditation is **Dropped.** Schools which have been classified as **Dropped** by the defined minimum program accreditation procedures shall not be eligible for funding in the following fiscal year until an acceptable plan to eliminate the deficiencies is submitted and approved by the State Board of Education. (59-20-60)

Each school district is required to reply to the preliminary analysis in writing, no later than February 15, indicating plans to effect the removal of deficiencies.

Accreditation classification for schools that operate quarter or semester programs will be determined by the school's ability to correct deficiencies during each instructional period.

The district's accreditation classification and numerical designation for each school year will be determined by its ability to meet standards prescribed for (1) boards of trustees, (2) district operations, (3) elementary and middle grades, (4) secondary grades, (5) summer school programs, (6) area vocational centers, and (7) adult education. The district's accreditation classification will be the total of the numerical designations of all schools and areas divided by the number of schools and areas in the district. The district's accreditation classification will be indicated by the following numerical designation:

All Clear	4.00
Advised	3.00-3.99
Warned	2.00-2.99
Probation	1.00-1.99
Dropped	0.00-0.99

A copy of the final accreditation classification report will be mailed to county and district superintendents, school principals, directors of area vocational centers, and members of the boards of trustees.

Board of Trustees

The school district is the basic administrative unit in the organization of South Carolina Schools. The district is under the management and control of a board of trustees, subject to the supervision and orders of the county board of education. The general powers and duties of school trustees are prescribed by law. (Code of Laws of South Carolina, 1976)

EXPRESSED GENERAL POWERS AND DUTIES

School Boards

I. County Boards

  A. Legislative

    1. Make rules and regulations. (59-15-40)

    2. Meet at least every other month during the regular school session on a regular date and time. (59-1-340)

  B. Judicial

    1. Conduct hearing or delegate power to one or more members who report to board. (59-15-40)

    2. Hear appeal cases of persons aggrieved by decision of board of trustees. (59-19-510)

    3. Remove district board of trustee members for cause and fill vacancy. (59-19-60)

    4. Hold hearings on intra-county pupil transfer conflicts. (59-15-20)

  C. Executive

    1. Supervise district board. (59-19-10)

    2. Advise county superintendents upon request. (59-15-20)

    3. Consolidate schools and districts. (59-17-50)

    4. Transfer pupils, after a hearing, from one district to another within the county should either or both districts unreasonably or capriciously refuse to consent to transfer. (59-63-510)

    5. Approve sale or lease of school property by trustees. (59-19-250)

6. Order that board of trustees hold election to levy additional tax for school purposes when petitioned by required number of electors. (59-73-40)

7. Require teaching of certain enumerated subjects. (59-29-10)

8. Approve teaching of military science. (59-29-110)

9. Approve petition of district board to reduce school levies. (59-73-100)

10. Approve bond issuance elections when otherwise authorized. (59-71-30)

II. District Boards

A. Legislative

1. Make rules and regulations generally. (59-19-110)

2. Make rules and regulations prescribing standards of conduct and scholastic achievement. (59-10-90(3))

3. Adopt rules and regulations not inconsistent with State law or State Board of Education regulations governing the use of school equipment for purposes other than normal school activity. (59-19-140)

4. Make rules and regulations governing the use of school buildings. (59-19-120)

5. Meet at least every other month during the regular school session on a regular date and time. (59-1-340)

6. Authorize corporal punishment in the district. (59-63-260)

7. Regulate, control, and/or prohibit clubs and other such activities on school property. (59-63-270)

8. Prescribe conditions of attendance for children not meeting eligibility requirements. (59-19-90(10))

9. Impose additional qualifications for teachers prior to or after employment. (59-25-20)

B. Judicial

1. Conduct hearings or delegate power to one or more members to conduct hearings, the results of which shall be reported to the entire board. (59-19-110)

2. Conduct hearings in student discipline situations. (5-63-240)

3. Expel, suspend, or transfer pupils. (59-63-210)

4. Conduct hearings concerning teacher employment and dismissals. (59-25-460)

C. Executive

1. Manage and control district. (59-19-10)
2. Control the educational interest of the district, including the right to operate or not operate any school or schools. (59-19-90(7))
3. Suspend and dismiss pupils. (59-19-90(7))
4. Transfer and assign pupils. (59-19-90(3))
5. Waive age restrictions on attendance. (59-63-20(5))
6. Report non-attendance and institute legal proceedings. (59-65-50)
7. Control school property. (59-19-90(5))
8. Acquire land (59-19-180), even by condemnation. (59-19-200)
9. Provide schoolhouses. (59-19-90(1))
10. Sell or lease school property with the consent of and a report to the county board or governing body if no county board exists. (59-19-250)
11. May convey abandoned school property with the consent of and a report to the county board or the governing body if no county board exists. (59-23-310)
12. Hold in trust gifts made to the district or give approval bond. (59-1-250)
13. Insure motor vehicles. (59-19-260)
14. Maintain schools and property in accordance with sanitation requirements established by State Board of Health. (Rules and Regulations of State Board of Health, Sanitation Requirements for Schools, Section 4)
15. Employ and discharge teachers. (59-19-90(2))
16. Require teaching of certain enumerated subjects. (59-29-10)
17. Establish and control schools of eleemosynary institutions. (59-37-10 and 59-37-20)
18. Approve claims against school funds. (59-69-10)
19. Charge matriculation and incidental fees. (59-19-90(8))
20. Petition for reduction of school tax levies. (59-73-100)
21. Make annual reports to State Superintendent of Education. (59-19-330)

22. Visit schools. (59-19-90(6))

23. Call meetings of electors for consultation. (59-19-90(4))

24. Make, or cause to be made, an annual school census of school-age children not enrolled in public schools. (59-65-240)

25. Provide protective eye devices to persons in certain classrooms and labs. (59-1-390)

26. Employ only professional and nonprofessional personnel with annual health certificates (44-29-160) and Rules and Regulations of State Board of Education; see Defined Minimum Program.

27. Accept and hold school property. (59-19-170)

28. Acquire supplies and equipment. (59-19-130)

29. Keep equipment in good repair. (59-19-150)

30. Admit only vaccinated students. (44-29-160)

31. Employ physicians and other technical and clerical personnel. (59-19-270)

32. May become a member of School Board Association. (59-19-300)

33. Does not receive pay as a teacher in his district. (59-19-300)

34. Purchase, reassign, or dispose of land which was acquired with state funds after 1952 with prior written approval from the State Board of Education. (59-19-190)

35. Cannot employ members of the immediate family as teachers. (59-25-10)

III. Area Boards (powers and duties established in special legislation)

Board Policies

Written school board policies, cooperatively developed by employees, administrative staff, and board of trustees are essential for successful operation of the district's school system. School board policies establishing guidelines and fixing responsibilities outline the relationship of board members, superintendents, and staff, provide understanding, clarity of purpose, and facilitate administration. Copies of the school board policies shall be filed in each principal's office and school library.

The superintendent shall prepare a policy manual which includes the following topics for school board operation:

I. General Operation
  A. Legal Status of the School District and Board of Education
  B. Organization of the Board
  C. Meetings of the Board
  D. Operational Procedures
  E. Orientation of New Members
  F. Duties and Powers of the Board
II. Statement of Educational Philosophy
III. Annual Needs Assessment
IV. School Organizational Structure
  A. Chart of Organization
  B. Job Description, Duties, and Responsibilities of Position
V. Personnel
  A. Certified Personnel
    1. Qualifications, recruitment, selection, professional growth, and termination
    2. Ethics, rights, professional responsibilities
    3. Employment and working conditions
    4. Grievance procedures
  B. Non-certified Personnel
    1. Selection procedures
    2. Compensation, including fringe benefits
    3. Employment and working conditions
    4. Working relationship with other staff personnel and students
    5. Grievance procedures

VI. Students

   A. Attendance

      1. Laws, admission requirements, attendance areas

      2. Regulations, absences, tardiness, early dismissal

   B. Behavior and Discipline

      1. Code of conduct

      2. Penalties for infraction of rules and regulations

   C. Grievance Procedures

   D. Evaluation

   E. Learning Activities

   F. Extracurricular Activities

   G. Health and Safety

   H. Married Students and Pregnancy

   I. Field Trips and Other Special Trips

VII. Instruction

   A. Regular and Special Programs

   B. Organization for Learning

   C. Special Services

   D. Selection, Adoption, and Distribution of Instructional Materials

VIII. School Community Relations

   A. School Services to the Community

   B. Citizens' Advisory Committees, Boosters' Clubs, Athletic Clubs, etc.

   C. Business and Industry Cooperation

   D. Use of School Facilities by Community Groups

IX. Finance and Business Operations

   A. Budget

   B. Accounting

      1. Receipts

      2. Expenditures

      3. Financial reports and audits

   C. Insurance

   D. Maintenance

   E. Pupil Transportation

District Operations

ORGANIZATION AND ADMINISTRATION

The following classifications are recognized as organizational patterns for South Carolina Schools:

Elementary—Combination of grades kindergarten through eight (e.g., K-8, K-6, 1-6, 1-7, 1-8).

Middle—Combination of grades five through eight (e.g., 5-7, 7-8, 6-8).

Junior High—Grades 7-8, 7-9, or 8-9.

Senior High—Grades 7-12, 8-12, 9-12, 10-12, or 11-12.

Special Schools—Any school organized to serve the particular needs of students.

Districts desiring to change the grade organization of any school shall request approval of these changes from the Chief Supervisor, Accreditation Section, by July 1.

SCHOOL IMPROVEMENT COUNCILS AND THE ANNUAL SCHOOL AND DISTRICT REPORTS

Each school must comply with regulations governing School and District Improvement Reports promulgated by the State Board of Education by authority of Sections 59-20-60(4)(a) of the **S.C. Code of Laws, 1976,** as amended.

SCHOOL BUDGETS SHALL BE MADE PUBLIC: ITEMIZATION OF SALARIES

Notwithstanding any other provision of law, each school board of trustees in this State shall annually make available to the general public its budget for that year, which budget shall include an itemized list of the average salaries paid to the superintendents, supervisors, administrators, principals, consultants, counselors and teachers employed by the district. No state aid shall be given to any school district whose board of trustees fails to comply with the provisions of this chapter. (59-20-80)

DEVELOPMENTAL ACTIVITIES AND/OR REMEDIAL PROGRAMS IN GRADES 1-8

Each school district shall budget $1.10 for each pupil in grades 1 through 8 for first grade developmental activities for students who evidence a lack of readiness for first grade work and/or remedial programs in reading and mathematics for students in grades 2 through 8. Each school district shall submit a written plan to the Chief Supervisor of the Accreditation Section, State Department of Education, of the program of developmental activities and/or remedial program in a format prepared by the State Department of Education.

CENTRAL STAFF SERVICES

I. Minimum Central Staff

The minimum staff requirements for central services are explained below.

A. Administration

Each school district shall employ a chief administrative officer who serves as the executive officer of the board of trustees and the professional leader of the school district. Administrators serving as area or district superintendents for the first time after June 30, 1968, shall hold a superintendent certificate. The salary of the superintendent shall, in every case, be at a higher monthly and yearly rate than that paid principals or other members of the staff. Moneys received by principals and or teacher as a result of Education Improvement Act incentive awards shall not be used as a determinant affecting this standard. Annually, by October 15, the chairman of the district board of trustees shall request an out-of-field permit from the Office of Teacher Education and Certification, for a superintendent not properly certified.

B. Secretarial Services

A full-time secretary shall be employed for the superintendent.

II. Additional Central Staff

Personnel employed as administrative assistants, supervisors, and consultants, having responsibilities for supervising instructional programs and pupil services shall hold a master's degree and be certified in their area of primary responsibility or earn a minimum of six semester hours annually toward appropriate certification. Annually, by October 15, the district superintendent must request from the Office of Teacher Education and Certification an out-of-field permit for members of the central staff not properly certified.

MANAGEMENT AND RECORDS SYSTEM

The need for uniformity in collecting and reporting information makes it necessary that the school district maintain a record system for accurate reporting of information to the State Department of Education, U.S. Office of Education, and General Assembly. Compatibility of data at the district level is required in the following areas:

1. Finance—Each school district shall maintain an accurate accounting record of all financial transactions in a format prescribed by the State Department of Education in the publication "Financial Accounting Handbook for South Carolina Public School Districts." Also, any additional records required for participation in federal projects or programs shall be maintained. A copy of the district annual budget in a prescribed format shall be filed with the Office of Finance, State Department of Education, by July 1 of the budget year. An annual audit of all financial records shall be made by a certified or licensed public accountant selected by the district,

and a copy of the audit in the prescribed format shall be filed with the Office of Finance, State Department of Education, by December 1 following the close of the fiscal year.

2. Personnel—Each district shall maintain an accurate record of all personnel and submit required staff information on a prescribed format to the Office of Finance, State Department of Education.

3. Facilities and Equipment—Each district shall maintain an accurate inventory record of all equipment and real property owned by the district.

4. Students—The district shall maintain accurate student data according to the pupil accounting system prescribed by the State Department of Education. A record of all dropouts shall be filed by school, grade, race, and sex. The superintendent shall verify the accuracy of the enrollment, attendance, membership by category, and dropout reports submitted to the Office of Finance, State Department of Education.

5. Transportation—The district shall maintain accurate data relating to buses, routes, students, and drivers as recommended in the transportation manual published by the State Department of Education.

Kindergarten
Grades 1-6

An adequate staff, properly trained, is essential for offering a program of quality education.

I. Qualifications of School Personnel

A. Principal

1. Each principal shall hold a South Carolina elementary principal's certificate. By October 15 of each school year, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each principal not properly certified.

2. Each school with a membership of fewer than 375 pupils shall employ a certified principal who devotes at least half time to administration and supervision.

3. Each school with a membership of 375 or more pupils shall employ a certified principal who devotes full time to administration and supervision.

4. The principal shall devote a minimum of half time to the improvement of instruction.

5. The contracted salary paid to the principal shall in every case be at a higher daily, monthly, and yearly rate than that paid to any member of the faculty or staff of his school. The salary of the principal must be computed on the basis of an equal amount for each month employed. Moneys received by principals and/or teachers as a result of Education Improvement Act incentive awards shall not be used as a determinant affecting this standard.

6. Each campus principal of a multicampus school with a membership of 250 students or more at each campus shall comply with certification and salary regulations prescribed for a principal of a single campus school.

B. Assistant Principal or Curriculum Coordinator

1. Each school with a membership of 600 or more students is required to employ one full-time assistant principal or curriculum coordinator.

2. The assistant principal or curriculum coordinator shall hold an elementary principal's certificate or an elementary supervisor's certificate.

3. If two or more full-time assistant principals or curriculum coordinators are employed, at least one shall have an elementary principal's certificate or an elementary supervisor's certificate. Assistant principals or curriculum coordinators not properly certified as an elementary principal or an elementary supervisor shall be in an approved program leading to certification and earn a minimum of six semester hours yearly until the program is completed.

C. Teacher

1. Each teacher shall:

   a. hold a bachelor's degree or degree equivalent.

   b. be certified to teach as follows:

Grades	Certification
Kindergarten	Early Childhood
1-4	Early Childhood or Elementary
5-6	Elementary or in the subject area assigned a majority of the time if in a departmental unit.

   c. Subject area certification is required for teachers teaching a majority of the school day in music, art, or physical education in Grades K-6.

   d. A teacher of handicapped pupils in the resource or itinerant model shall be certified or have a permit in the area of handicapping condition in which the majority are classified, or be certified in one area of handicapping condition in which the teacher is teaching and successfully complete six semester hours annually toward certification in the area in which the majority of students are classified. Pupils participating in self-contained programs shall be of the same category of disability; therefore, the teacher must be certificated or hold a permit in the area of handicapping condition of the pupils served.

   e. A school shall not have more than 10 percent of classroom instruction time taught by teachers in subject areas in which they are not properly certified. Classes taught by a teacher on permit will be counted as part of the 10 percent out-of-field computation. Special education teachers and non-instructional staff (guidance, media specialist, and administrative staff) are not including the 10 percent out-of-field computation.

2. a. Schools having any combination of grades 1-6 shall employ specialists in art, music, and physical education in the following ratios for each area:

Membership	FTE	Minutes daily
800 or more	1.0	300
640-799	.8	240
480-639	.6	180
320-479	.4	120
Less than 320	.2	60

   b. Schools may elect to provide a remedial teacher in reading and/or math in lieu of the services of a guidance counselor in the same ratio outlined in (a) above.

3. By October 15 of each school year, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each teacher not properly certified.

D. Guidance Counselor

1. Guidance services or remedial teacher(s) in reading and/or math are required in schools having any combination of grades 1-6.

2. Students in grades 1-6 shall be provided services of a guidance counselor or remedial teacher in reading or math in the following ratio:

Membership	**FTE**	**Minutes daily**
800 or more	1.0	300
640-799	.8	240
480-639	.6	180
320-479	.4	120
Less than 320	.2	60

Guidance services are required for Grades 5 and 6 when housed with Grades 7 and/or 8.

3. Each guidance counselor shall hold an elementary guidance counselor certificate or a permit in elementary guidance.

4. By October 15 of each school year, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each counselor not properly certified.

5. Appropriate space shall be provided for counseling.

6. A comprehensive written guidance plan shall provide the basis and structure for the guidance program.

7. Adequate materials shall be provided to implement the program.

8. The program shall include standardized testing.

E. Librarian

1. Each librarian or media specialist shall hold a certificate in library science or be certified as a media specialist.

2. Each teacher-librarian shall meet the certification requirements for a teacher-librarian.

3. Each school with a membership of fewer than 375 pupils shall provide at least half-time services of a librarian or a teacher-librarian.

4. Each school with a membership of 375 or more pupils shall provide the services of a full-time librarian.

5. School libraries shall remain open for 180 days during the school year and shall remain open a minimum of seven hours each school day, beginning 30 minutes prior to and continuing for 30 minutes after school.

6. School library facilities shall not be used for regularly scheduled classes or study halls.

7. A librarian shall not supervise a study hall during a regular period of library services.

F. School Nurse

Each school nurse shall hold a current license issued by the State Board of Nursing to practice as a professional registered nurse or a licensed practical nurse.

G. Teacher, Library, and Clerical Aides

1. Each teacher of trainable, orthopedically, emotionally, or visually handicapped pupils in a self-contained classroom model shall have a teacher aide full time provided that the class has a minimum membership of four pupils.

2. Each teacher of a kindergarten unit shall have a teacher aide full time.

3. Aides helping with classroom instruction or programs shall meet the following requirements:

   a. Work under the supervision of the teacher.

   b. Have at least a high school diploma or State equivalency certificate.

   c. Participate in preservice and inservice training programs for aides.

   d. Be at least 18 years of age.

H. Secretarial Services

1. Each school with a membership of fewer than 375 pupils shall provide at least half-time secretarial services.

2. Each school with a membership of 375 or more pupils shall provide full-time secretarial services.

I. Health Certificates

All personnel shall be screened for tuberculosis as required by Section 44-29-150 and Section 44-29-160 of the Code of Laws of South Carolina, 1976, as amended April 24, 1979. Guidelines for screening of school employees for tuberculosis are available in each county health department.

Exception for certain Administrative, Library, and Secretarial Services: A school with limited membership and geographically isolated by mountains, rivers, islands, swamps, or other natural barriers shall be permitted to submit a written plan to provide the necessary administrative, library, and secretarial services. A written plan shall be submitted for approval by the Chief Supervisor, Accreditation Section, on or before July 1.

II. Curriculum

Time allocations in subject areas listed below neither suggest departmentalization nor dictate daily organization for instruction. Schools may exercise options to vary from the minimum required minutes in one or more areas provided such variation is justified and prior approval is obtained from the Chief Supervisor, Accreditation Section.

Any deviation from the minimum required time in any area must have written approval from the Chief Supervisor, Accreditation Section, at least six weeks prior to implementation.

Each school shall provide adequate personnel, facilities, equipment, and supplies to insure a quality program in all subject areas.

A. Instruction in the subject areas listed below shall be scheduled for each student* for a minimum of time on a weekly basis, or the equivalent time.

Subject Areas	**Grades 1-3 Min. Weekly**	**No. Weeks**	**Grades 4-6 Min. Weekly**	**No. Weeks**
Language Arts	550	36	500	36
Mathematics	225	36	250	36
Natural Science**	125	36	175	36
Social Studies**	125	36	175	36
Health and Safety**	75	36	75	36
Physical Education***	75	36	75	36
Art	40	36	40	36
Music	40	36	40	36

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*The time required for any subject under the provision of the Defined Minimum Program may be adjusted if necessary for students who are eligible and receive remedial, handicapped, or gifted supplemental instruction or for students who score below the statewide minimum standards as indicated by the results of the tests administered under the Basic Skills Assessment Program or other assessment procedures and who receive special instruction in the basic skills to increase performance.

**Environmental Education is required as an integral part of science, social studies, and health.

***Students who are physically or mentally unable to take the physical education course provided for the regular school student shall take a suitably modified course in physical education. (Section 59-29-80, S.C. Code of Laws, 1976, as amended.)

B. Kindergarten

The curriculum for children below grade one shall consist of experiences and activities which will enhance their physical, emotional, social, and intellectual growth and development and help each child attain, at his own rate of speed, the educational goals set for the primary school.

C. Alcohol and Drugs

Through special instruction, an awareness shall be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction shall emphasize problems related to their use, pharmacological aspects, and physiological effects upon the total community. Instruction shall be offered in all schools of the State. . and shall be studied and presented as thoroughly and in the same manner as all other required subjects. . . (Section 59-29-20, S.C. Code of Laws, 1976, as amended) Each public school of the State shall designate one week during the school year for the observance of Alcohol and Narcotics Education Week. During the week, each school district board of trustees shall require the school principal or other designated person to have each class from the sixth grade upward instructed for at least 30 minutes daily for three days concerning the risks and dangers involved in the use of alcoholic beverages and narcotics. The principal, or other designated person, shall also have at least one assembly session during the week of not less than 45 minutes when the subject of dangerous effects of alcohol and narcotics shall be presented.

The district board of trustees shall each year inform the State Board of Education of the week each public school in its district has designated as Alcohol and Narcotics Education Week; and the State Board of Education shall, through the Department of Education, provide suitable printed materials and other aids for use in the observance of the week. (Section 59-29-30, S.C. Code of Laws, 1976, as amended)

D. Special Education

A specialized program of instruction utilizing the self-contained class, resource, or itinerant teacher model shall be made available to handicapped students. Each school district shall have written approval from the Office of Programs for the Handicapped, State Department of Education, no later than November 15 of each year for its annual "District Plan to Provide Programs for Handicapped Pupils."

E. Experimental Programs

Schools not using state-adopted textbooks in the required subject areas as the basis for the instructional program or that vary from the minimum time requirements must submit an application for an experimental program. Supplementary materials of instruction when utilized with an approved basal text do not constitute an experimental program. An experimental program must meet the following conditions:

1. The purpose, outline of general procedures, and plan of evaluation must be submitted to the Chief Supervisor, Accreditation Section, for written approval at least six weeks prior to the implementation of the program.

2. An evaluative report must be submitted to the Chief Supervisor, Accreditation Section, at the end of the experimental program. Forms will be supplied by the Accreditation Section.

3. Applications for experimental courses will be considered for approval on an annual basis by the Accreditation Section of the State Department of Education.

F. Developmental Activities and/or Remedial Program

Each school district shall budget $1.10 for each pupil in grades 1 through 8 for first grade developmental activities for students who evidence lack of readiness for first grade work and/or remedial programs in reading and mathematics for students in grades 2 through 8. Each school district shall submit a written plan of the program of developmental activities and/or remedial programs in a format prepared by the State Department of Education.

III. Administrative Organization

A. The Physical Facility

1. Existing Facility
   a. Buildings and grounds shall be adequate in size and arrangement.

   b. Buildings and grounds shall be kept clean and comfortable.

   c. Each room shall be designed and equipped to serve specific purposes. Adequate lighting, ventilation, and heating shall be provided in all utilized areas.

   d. Buildings and grounds shall be properly maintained, safe, and attractive.

   e. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by the State Board of Health.

   f. Playgrounds, physical education, and play equipment shall be adequately maintained and safe.

   g. Each principal shall have a private office.

   h. Appropriate space shall be provided for counseling services.

2. New Facilities

All new school facilities and sites shall meet minimum requirements listed in the "South Carolina School Facilities Planning and Construction Guide," "South Carolina Guide and Minimum Specifications for Construction of Relocatable Classroom Buildings," and "Kindergarten Facilities Guidebook." These publications are available from the State Department of Education.

B. Length of School Day

1. The school day for elementary students must be at least six hours, including lunch. Students in grades 1-6 shall be considered elementary students. Students in grades 7 and/or 8 shall be considered elementary students when housed with grade 6 and shall operate on a six-hour instructional day, including lunch. A school consisting of only seventh and eighth grade students may operate either as elementary or secondary according to the district's organizational plan as submitted to and approved by the Chief Supervisor, Accreditation Section, State Department of Education.

   a. When the school schedule for grades 7 and 8 includes time for change of classes, a maximum of 20 minutes shall be allowed as part of the six-hour school day for this purpose. If change of classes requires more than 20 minutes, the additional time shall be added to the six-hour school day.

   b. Homeroom shall not count as part of the instructional day. When no homeroom period is utilized, administrative time required to determine attendance, make announcements, or complete other tasks normally accomplished during homeroom period shall not be considered as part of the instructional day.

   c. A maximum of 40 minutes shall be allowed for lunch and/or recess as part of the six-hour school day for elementary students. This does not preclude staggered schedules for lunch or recess.

   Priority must be given to teaching and learning tasks (ie., tasks that are directly related to the concepts and objectives of the courses to be completed).

   d. Activities such as field trips, assemblies, and other tasks that directly relate to concepts and objectives of the school curriculum may be scheduled as part of the instructional day.

   e. Activity periods or club schedules may be scheduled as part of the instructional day as needed, provided that: (a) no more than 12 such periods are utilized during any school year; (b) no instructional period operates for less than 40 minutes, excluding change of class time; and (c) no class is eliminated from the daily schedule.

   f. Field days, pep rallies, and other activities not directly related to teaching and learning tasks may be scheduled as part of the time allocated for activity periods and club schedules as stated above or may be scheduled as additional time in the instructional day.

   Class interruptions must be limited only to emergencies. Any outside interference with the continuous progress of teaching and learning shall be considered an interruption. Emergencies exist when conditions arise that make it impossible or impractical to delay class interruptions until the next change of classes.

g. The principal shall be responsible for seeing that policies and procedures are established that prohibit non-emergency class interruptions such as classroom deliveries or teacher visits from salesmen, parents, students, or other persons not specifically authorized.

h. During instructional time, general announcements and announcements paging students shall not be considered as emergency interruptions unless emergency conditions exist.

The instructional day for students diagnosed as handicapped in accordance with the criteria established by the State Board of Education shall be in compliance with the requirements of their Individualized Education Plan.

2. Distribution of Lunchroom Duty Time for Teachers, Grades 1-6

   a. The principal of schools which house grades 1-6 (or any combination thereof) must develop a plan for the scheduling of teaching staff to supervise the lunchroom period which includes the following criteria.

      1. The minimum number of teaching staff required to supervise the lunchroom period to insure the safety and welfare of the students shall be determined.

      2. Assignment of teachers to lunchroom duty shall be equitably apportioned among the teachers.

      3. Teachers shall be provided with as many duty-free lunch periods as may be reasonable.

      4. The plan shall be developed in a manner that does not impose additional cost to the school district.

   b. The principal must submit this plan to the district superintendent within the first ten days of each school year. The district superintendent or his designee shall review and approve this plan to insure compliance with these criteria.

3. The school day for full-time teachers shall be a minimum of seven hours.

C. Length of School Term - 190 days

1. One hundred eighty full days must be used for student instruction.

2. Five days of the ten days beyond the 180 full instructional days for students must be used for staff development.

3. The additional five days may be used for opening and closing of schools, teacher planning and preparation, teacher-parent conferences, and staff development.

4. The length of the school day for full-time teachers is a minimum of seven hours.

5. Emergency conditions due to weather or other extreme circumstances affecting the health, safety, and welfare of students necessitating the early dismissal of school must be reported in writing to the Director, Office of School District Accreditation and Assessment, within ten days of the conclusion of the emergency. The report must include a justification for the early dismissal and time missed shall not be required to be made up.

6. Full days missed due to extreme weather conditions or other circumstances must be made up.

D. Attendance

Persons between the ages of five and 21 inclusive, may attend any of the free public schools of the State. Section 59-63-20, **S.C. Code.**

The board of trustees of each school district may establish and provide for the education of children who will attain the age of four on or before November first of the applicable school year in child development programs. Section 59-19-340, **S.C. Code.**

"Children within the ages prescribed by Section 59-63-20, **S.C. Code,** shall be entitled to attend the public schools of any school district, without charge, only if qualified under the following provisions of this section:

1. Such child resides with its parent or legal guardian;

2. The parent or legal guardian, with whom the child resides, is a resident of such school district; or

3. The child owns real estate in the district having an assessed value of three hundred dollars or more; and

4. The child has maintained a satisfactory scholastic record in accordance with scholastic standards of achievement prescribed by the trustees pursuant to Section 59-19-90, **S.C. Code;** and

5. The child has not been guilty of infraction of the rules of conduct promulgated by the trustees of such school district pursuant to Section 59-19-90, **S.C. Code.**" Section 59-63-30, **S.C. Code.**

E. Lawful Absences

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.

2. Students in whose immediate family there is a serious illness or death may be temporarily excused from attendance.

3. Students may be excused from attendance in school for recognized religious holidays of their faith.

4. Students may be excused from attendance in school in accordance with local board policies.

F. Unlawful Absences

1. Students who are willfully absent from school without the knowledge of their parents are unlawfully absent.

2. Students who are absent from school without acceptable cause with the knowledge of their parents are unlawfully absent.

3. Each school district shall develop policies and procedures for determining unlawful absences.

4. Additional criteria in accordance with local board policies may be added to the above definition of unlawful absences.

G. Absences in Excess of Ten Days

1. The district board of trustees, or its designee, shall promptly approve or disapprove any student's absence in excess of ten days. If the district board appoints a designee, the designee must be notified in writing concerning his responsibilities in complying with this regulation.

2. The district board of trustees, or its designee, shall approve or disapprove any absences exceeding ten, whether lawful, unlawful or a combination thereof, for students in grades K-12.

H. Intervention Plans and Referrals

1. After three consecutive unlawful absences or a total of five unlawful absences, school officials shall identify the reasons for the child's continued absence and develop a plan in conjunction with student and parent or guardian to improve future attendance.

2. Each district shall develop additional policies relating to requirements for intervention. The district plan for improving students' attendance shall include, but not be limited to:

   a. Reasons for unlawful absences;

   b. Methods to resolve cause of unlawful absences;

   c. Actions to be taken in event unlawful absences continue;

   d. Signature of parent/guardian or evidence that an attempt has been made to involve parent/guardian; and

e. Documentation of involvement of other agencies, departments, organizations, and personnel not part of the school system who assisted or are a component of the intervention plan.

3. If the intervention plan is not successful and further inquiry by school officials fails to cause the student, parent or guardian to comply with the plan, or the student, parent or guardian refuses to participate in intervention planning, school officials shall refer the case to the Family Court. Each referral shall include pertinent information as identified by the school district or districts and the Family Court.

I. Program of Staff Development

Each school shall plan a well-organized staff development program for professional personnel in addition to regularly scheduled faculty meetings. The program should be continuous and go beyond the five days of staff development required as a part of the contract for employment. Staff members should be involved in planning and evaluating these activities which should focus on the problems, needs, purposes, and goals of the educational programs. These activities should be correlated with the district program of staff development. (59-20-60)

J. Teaching Load

1. The average pupil-teacher ratio in any school shall not exceed 28 to 1 based on average daily membership. The total number of teachers shall include all regular, special area, and resource teachers whose pupils are counted in the regular membership.

2. Each district shall not exceed an average pupil-teacher ratio of 21:1 based on average daily membership in the basic skills of reading and mathematics in grades one through three.

   Teacher aides may be counted in computing the ratio at the rate of .5 per aide if they work under the supervision of a teacher and make up no more than 10 percent of the total staff. Excluded from the computation are the following:

   a. teachers of self-contained special education classes and kindergarten, principal, assistant principals, librarians, and guidance counselors.

   b. pupils in self-contained special educational classes and kindergarten.

3. Maximum class size shall not exceed the following:

a. Grades K-3	30:1
b. Grades 4-6	30:1 (Reading and Mathematics) 35:1 (Other Subjects)
c. Special Education	

(1) Self-contained classes:*

Area	Maximum Ratio Based on Average Daily Membership
Mentally Handicapped-Educable	15:1
Mentally Handicapped-Trainable	12:1

Area	Maximum Ratio Based on Average Daily Membership
Emotionally Handicapped	12:1
Learning Disabilities	15:1
Orthopedically Handicapped	12:1
Visually Handicapped	10:1
Hearing Handicapped	10:1

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*Students may be mainstreamed one period per day.

(2) The caseload required for resource room and itinerant teacher models for the handicapped based on average daily membership is as follows:

Area	Maximum Caseload
Mentally Handicapped-Educable	33
Emotionally Handicapped	33
Learning Disabilities	33
Orthopedically Handicapped	20
Visually Handicapped	15
Hearing Handicapped	15

(3) When resource room and/or itinerant teacher models serve pupils with differing handicapping conditions, the maximum caseload shall be determined by the majority of the pupils in membership in an area of handicapping condition.

(4) The caseload for speech/language clinicians shall consist of a maximum continuous caseload of sixty pupils.

4. A maximum of 40 students per period with a total teaching load of 240 students daily is permitted for physical education teachers. If physical education and health are taught on alternate days to the same class, the 40-student maximum and 240-student total are also permitted for health. When health is taught as a separate subject, the teaching load is a maximum of 35 students per period and a total of 150 students daily.

5. Music teachers may teach a maximum of 240 students daily. No class shall exceed 40 in membership. Exceptions: Band, chorus, and orchestra will require rehearsals of entire membership and any number is acceptable if adequate space is available.

6. Students scheduled for a study hall shall not be placed in a class where instruction is being provided.

K. Homebound Instruction

1. Homebound instruction shall consist of a minimum of five periods per week. If more instruction is needed, the school district or other interested persons must provide the additional funds. There is no limit to the amount of instruction that may be provided with funds other than State funds.

2. The teacher shall teach the student or students in a room set aside for the period of instruction.

3. Students who cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for homebound or hospitalized instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home or hospital. All applications for homebound instruction must be approved by the Office of Programs for The Handicapped, State Department of Education.

L. Accounting and Reporting

1. Membership is determined by the total number of full-time students. Kindergarten students scheduled for half-day sessions are counted at .5 in computing membership.

2. To be admitted to the kindergarten program, a child must be five years of age on or before November 1 of the applicable school year.

3. To be admitted to first grade, a child must be six years of age on or before November 1 of the applicable school year.

4. Each kindergarten and first-grade pupil not enrolled previously shall submit a birth certificate and show evidence of compliance with State Board of Health rules and regulations concerning immunizations.

5. An accurate record of the attendance and achievements of each student shall be kept and should be stored in locked, fireproof filing cabinets or vaults to provide security against possible destruction.

6. Each school shall have an appropriate means of reporting to parents.

7. Each pupil transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the principal of the school where he is enrolled. Appropriate additional data shall be furnished by the school on request.

8. Records of all funds collected and disbursed in the operation of any part of the school program shall be kept in accurate and systematic form, properly safeguarded, and audited annually by a certified or licensed public accountant.

M. Materials of Instruction

1. Each school shall annually budget and expend through the business office of the school a minimum of $12 per pupil in membership for instructional supplies and materials, library books, supplementary reading materials, and other instructional media such as filmstrips, mounted pictures, pamphlets, brochures, 8mm or 16mm teaching films, transparencies, tapes, recordings, and slides.

2. Each library shall provide a collection of at least 10 library volumes per pupil in membership. New schools can meet this standard over a period of three years by providing at least four volumes per pupil the first year and an additional three volumes per pupil in the second and third years. Local schools are responsible for reviewing and selecting books that are appropriate to the pupils' needs from the "List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers" or other appropriate lists.

3. Each school shall provide an adequate supply of audio-visual materials and equipment.

N. Safety and Welfare of Students

1. All teachers or superintendents in charge of the schools of the State which are supported in whole or in part by taxation shall conduct fire drills at least once each month. Any teacher or superintendent failing to observe the provisions of this section shall be fined no less than ten dollars or more than twenty-five dollars for each offense. These fines shall be deducted from his salary and turned over to the county treasurer for ordinary county purposes.

2. Each school shall have a sufficient number of fire extinguishers. The extinguishers must be inspected regularly and clearly designated throughout the building. (Section 59-63-910, S.C. Code of Laws, 1976, as amended)

3. A plan shall be designated to provide for the protection and welfare of students in the event of any disaster (tornado, hurricane, fire, etc.) which threatens to involve the school community. Each school shall conduct at least one emergency drill within the first month of school to insure safety against such disasters.

4. Each school shall prohibit competitive sports of a varsity pattern with scheduled league games and championships for grades 1-6.

5. Each school shall provide adequate first aid supplies and equipment.

O. Summer School

1. Organization and Administration

   a. Each summer school with 100 or more students shall employ a certified elementary principal to direct the program. Any other administrative structure shall require approval in advance and in writing from the Chief Supervisor, Accreditation Section.

   b. Teacher-pupil ratio shall not exceed 25:1 in each classroom.

   c. Each summer school shall have access to library services during the school day.

   d. Materials and equipment for a balanced program in each respective area shall be provided.

   e. Schools planning to operate a summer school program must notify the Chief Supervisor, Accreditation Section on or before May 1. Application for approval of the summer school program must be submitted no later than the third day of operation. Forms will be supplied by the Accreditation Section of the State Department of Education. All summer school reports shall be signed by the school superintendent and principal.

2. Qualification of Teachers

   a. The qualifications of each teacher shall be the same as those for the regular term.

   b. Each teacher teaching a majority of the school day in areas such as art, music, and physical education shall be certified in his area of specialization.

Grades 7-8

An adequate staff, properly trained, is essential for offering a program of quality education.

I. Qualifications of School Personnel

A. Principal

1. Each principal shall hold an elementary or secondary principal's certificate in any school which includes any combination of grades 5-9 when housed with grades 7 and/or 8. By October 15 of each school year, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each principal not properly certified.

2. Each school with a membership of 250 students or more shall employ a full-time principal. Schools with less than 250 students in membership shall employ a half-time principal.

3. In addition to employing a full-time principal, each school with a membership of 500 or more students shall employ one full-time assistant principal or curriculum coordinator. An additional assistant principal or curriculum coordinator shall be employed for a school with a membership of 1,000 or more.

4. The principal shall devote a minimum of half time to the improvement of instruction.

5. The contracted salary paid to the principal shall, in every case, be at a higher daily, monthly, and yearly rate than that paid to any member of the faculty or staff of his school. The salary of the principal must be computed on the basis of an equal amount for each month employed. Monies received by principal and/or teacher as a result of Education Improvement Act incentive awards shall not be used as a determinant affecting this standard.

6. Each campus principal of a multicampus school with a membership of 250 students or more shall comply with certificate and salary regulations prescribed for a principal of a single campus school.

B. Assistant Principal or Curriculum Coordinator

A full-time assistant principal or curriculum coordinator shall be required for a school with a membership of 500 or more students. The assistant principal or curriculum coordinator shall hold an elementary or a secondary principal's certificate or an elementary or secondary supervisor's certificate. If two or more full-time assistant principals or curriculum coordinators are required, only one must be properly certified. Additional full-time assistant principals or curriculum coordinators shall be properly certified or be in an approved program leading to certification and earn a minimum of six semester hours yearly until the program is completed.

C. Teacher

1. Teacher Qualifications

   a. Bachelor's degree or degree equivalent.

   b. Certified in the subject area assigned the majority of time or in elementary education.

   c. A teacher who is certified in elementary education or the appropriate secondary area may teach language arts, mathematics, science, and social studies without the issuance of a permit. Teachers teaching a majority of the school day in other subject areas (health, physical education, art, music, industrial arts, etc.) must be certified in that subject area or obtain an out-of-field permit.

   d. A teacher of handicapped pupils in the resource or itinerant model shall be certified or have a permit in the area of handicapping condition in which the majority are classified, or be certified in one area of handicapping condition in which the teacher is teaching and successfully complete six semester hours annually toward certification in the area in which the majority of students are classified. Pupils participating in self-contained programs shall be of the same category of disability. The teacher must be certified or hold an out-of-field permit in the area of handicapping condition of the pupils served.

2. In an emergency situation, a teacher who is initially employed, or one receiving a new assignment, may be permitted to teach out of his area of certification if he earns at least six semester hours annually. Annually, by October 15, the district superintendent shall request from the Office of Teacher Education and Certification an out-of-field permit for each teacher not properly certified.

3. A school shall not have more than 10 percent of classroom instruction time taught by teachers who are not properly certified. For example: a teacher on permit or assignment in a subject area for which he is not properly certified. The 10 percent is calculated by dividing the total instructional time into the total time of teachers teaching out of their area of certification. Exception: Teachers teaching in exploratory programs less than 50 percent of the time and resource teachers are not counted in computation.

D. Guidance Counselor

1. Qualifications

   Each guidance counselor shall hold a certificate in elementary or secondary guidance in any school which includes any combination of grades 5-9 when housed with grades 7 and/or 8.

2. Guidance Services

a. Schools with less than 600 students shall provide the services of a guidance counselor in the following ratio:

Membership	Minimum Allotted Time Daily
Up to 200	100 Minutes
201 to 300	150 Minutes
301 to 400	200 Minutes
401 to 500	250 Minutes
501 to 600	300 Minutes

b. Schools with memberships of 501 or more shall employ one full-time certified counselor. Schools with more than 600 students shall provide guidance services at the ratio of one 50-minute period for each 100 students or major portion thereof.

c. A private office shall be provided for counseling.

d. A comprehensive, written guidance plan shall provide the basis and/or structure for the guidance program.

e. Adequate materials shall be provided to implement the program.

f. The program shall include standardized testing.

E. Librarian

1. Personnel

a. Each librarian or media specialist shall hold a certificate in library science or be certified as a media specialist.

b. Each teacher-librarian shall meet the certification requirements for a teacher-librarian.

c. Schools having a membership of fewer than 400 students shall employ a librarian or a teacher-librarian with at least 18 semester hours in library science from an approved library school. Not less than four class periods daily shall be devoted to library services.

d. Schools with a membership of 400 or more students shall employ a certified librarian devoting full time to library services.

e. Schools having a membership of 750 or more must employ an additional full-time person in the library.

f. A librarian shall not supervise a study hall during a regular period of library services.

2. Organization

   a. School libraries shall remain open for 180 days during the school year and shall remain open during the entire school day, beginning 30 minutes prior to the opening of school and continuing 30 minutes after school.

   b. School libraries shall be housed in special library rooms. All materials must be shelf listed, catalogued, and adequate records must be kept.

   c. School libraries shall not be used to house regularly scheduled classes or study halls.

F. School Nurse

Each school nurse shall hold a current license to practice as a registered nurse or licensed practical nurse issued by the State Board of Nursing.

G. Teacher Aide

A school district may employ teacher aides to be assigned as assistants to the professional staff. A teacher aide is a person employed by a school district whose assignment is limited to assisting a certified teacher. A person employed as a teacher aide shall have a high school diploma or a State equivalency certificate and be at least 18 years of age. Each teacher of the trainable mentally, orthopedically, emotionally, or visually handicapped pupils in a self-contained classroom model shall have a teacher aide full time provided that the class has a minimum of four pupils.

H. Secretarial Services

Each school shall employ a full-time secretary.

I. Health Certificates

All personnel shall be screened for tuberculosis as required by Section 44-29-150 of the South Carolina Code of Laws, 1976, as amended April 24, 1979. Guidelines for screening of school employees for tuberculosis are available in each county health department.

II. Curriculum

A. Program of Instruction

Planned programs of organized instruction shall be scheduled for the minimum amount of time for each student, or the equivalent amount of time, in each of the areas listed below. Time allocations in subject areas listed below neither suggest departmentalization nor dictate daily organization for instruction. Schools may exercise options to vary from minimum required time in one or more areas if such variation is justified and six weeks prior approval is obtained from the Chief Supervisor, Accreditation Section. An offering is defined as a course in which students are in membership.

*The time required for any subject under the provisions of the Defined Minimum Program may be adjusted if necessary for students who are eligible and receive remedial, handicapped, or gifted supplemental instruction or for students who score below the statewide minimum standards as indicated by the results of the tests administered under the Basic Skills Assessment Program or other assessment procedures and who receive special instruction in the basic skills to increase performance.

Subject Area	**Minutes Weekly**	**Weeks Annually**
Language Arts	250	36
Mathematics	250	36
Natural Sciences	200	36
Social Studies	200	36
Health	250	9
Physical Education	250	9

1. Special instruction in reading should be provided for at least 250 minutes weekly for students reading two or more grade levels below their grade placement. This may be offered either separate from or as part of the regular language arts program.

2. Eighth grade social studies must include South Carolina history as it relates to the United States. A multitext approach is required with the adopted South Carolina and the American history textbooks, and other approved text materials to enrich the total instructional program.

3. Students who are physically or mentally unable to take a physical education course provided for the regular student shall take a suitably modified course in physical education. (Section 59-29-80, S.C. Code of Laws, 1976, as amended.)

4. When approved by the principal and the parents, a student promoted to the eighth grade who has given evidence of superior achievements or who has a special need may take one or two units of ninth grade work for credit. No eighth grade student may be allowed to take work for more than two units of credit. Credit may only be earned in accordance with the provisions outlined in the **Defined Minimum Program for South Carolina School Districts** in Section VI, B.

5. Where physical education and health are alternated during the week, a teacher may teach a maximum of 40 students per class in physical education or health.

6. Environmental education is required as an integral part of science, social studies, and health.

B. Fine Arts

A fine arts program including music and art shall be provided as an elective for 36 weeks. Courses in fine arts must be offered during the school day at a scheduled period. Students electing to take fine arts courses shall be scheduled for a minimum of 250 minutes weekly for nine weeks.

C. Exploratory Programs

At least one elective of an occupational exploratory nature shall be offered for 36 weeks with the minimum of 150 minutes weekly. The instruction shall include opportunities for the students to develop interests and probe the wide range of ideas and activities outside of the usual academic program. These experiences may include programs in industrial arts, home economics education, and other related vocational courses. The instruction for learning experiences shall be of an exploratory nature and may be organized into quarterly, semesterly, or yearly increments.

D. Special Education

A specialized program of instruction utilizing the self-contained class, resource, or itinerant teacher model shall be made available to handicapped students. Each school district shall have written approval from the Office of Programs for the Handicapped, State Department of Education, no later than November 15 of each year for its annual "District Plan for Programs for Handicapped Pupils."

E. Alcohol and Drugs

Through special instruction, an awareness shall be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction shall emphasize problems related to their use, pharmacological aspects, and physiological effects upon the total community. Instruction shall be offered in all schools of the State. . .and shall be studied and presented as thoroughly and in the same manner as all other required subjects. . .(Section 59-29-20, S.C. Code of Laws, 1976, as amended.)

Each public school of the State shall designate one week during the school year for the observance of Alcohol and Narcotics Education Week. During this week, each school district board of trustees shall require the school principal or other designated person to have each class from the sixth grade upward instructed for at least 30 minutes daily for three days concerning the risks and dangers involved in the use of alcoholic beverages and narcotics. The principal, or other designated person, shall have at least one assembly session during the week of not less than 45 minutes when the subject of the dangerous effect of alcohol and narcotics shall be presented.

The district board of trustees shall each year inform the State Board of Education of the week each public school in its district has designated as Alcohol and Narcotics Education Week; and the State Board of Education shall, through the Department of Education, provide suitable printed materials and other aids for use in the observance of the week. (Section 59-29-30, S.C. Code of Laws, 1976, as amended.)

F. Experimental Programs

Schools not using state-adopted textbooks in the required subject areas as the basis for their instructional program or that vary from the minimum time requirements must submit an application for an experimental program. Supplementary materials of instruction when utilized with an approved basal text do not constitute an experimental program. An experimental program must meet the following conditions:

1. The purpose, outline of general procedures, and plan of evaluation must be submitted to the Chief Supervisor, Accreditation Section, for written approval at least six weeks prior to the implementation of the program.

2. An evaluative report must be submitted to the Chief Supervisor, Accreditation Section, at the end of the experimental program. Forms will be supplied by the Accreditation Section.

3. Applications for experimental courses will be considered for approval on a yearly basis by the Accreditation Section of the State Department of Education.

G. Developmental Activities and/or Remedial Program

Each school district shall budget $1.10 for each pupil in grades 1 through 8 for first grade developmental activities for students who evidence lack of readiness for first grade work and/or remedial programs in reading and mathematics for students in grades 2 through 8. Each school district shall submit a written plan of the program of developmental activities and/or remedial program in a format prepared by the State Department of Education.

III. Administrative Organization

A. The Physical Facility

1. Existing Facilities

a. Buildings shall be adequate in size and arrangement to accommodate the program offered.

b. Buildings shall be kept clean and comfortable.

c. Each room shall be designed and equipped to serve specific purposes for which it is used.

d. Adequate lighting, ventilation, and heating shall be provided in all utilized areas.

e. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by the State Department of Health and Environmental Control.

f. Buildings and grounds shall be properly maintained, safe, and attractive.

g. Playgrounds, physical education and play equipment shall be adequately maintained to insure safety.

h. Each principal shall have a private office.

2. New Facilities

All new school facilities and sites shall meet minimum requirements listed in "South Carolina School Facilities Planning and Construction Guide" and "South Carolina Guide and Minimum Specifications for Construction of Relocatable Classroom Buildings." These publications are available from the State Department of Education.

B. Length of School Day

1. The school day for elementary students must be at least six hours, including lunch. Students in grades 1-6 shall be considered elementary students. Students in grades 7 and/or 8 shall be considered elementary students when housed with grade 6 and shall operate on a six-hour instructional day, including lunch. A school consisting of only seventh and eighth grade students may operate either as elementary or secondary according to the district's organizational plan as submitted to and approved by the Chief Supervisor, Accreditation Section, State Department of Education.

   a. When the school schedule for grades 7 and 8 includes time for change of classes, a maximum of 20 minutes shall be allowed as part of the six-hour school day for this purpose. If change of classes requires more than 20 minutes, the additional time shall be added to the six-hour school day.

   b. Homeroom shall not count as part of the instructional day. When no homeroom period is utilized, administrative time required to determine attendance, make announcements, or complete other tasks normally accomplished during homeroom period shall not be considered as part of the instructional day.

   c. A maximum of 40 minutes shall be allowed for lunch and/or recess as part of the six-hour school day for elementary students. This does not preclude staggered schedules for lunch or recess.

   Priority must be given to teaching and learning tasks (i.e.; tasks that are directly related to the concepts and objectives of the courses to be completed).

   d. Activities such as field trips, assemblies, and other tasks that directly relate to concepts and objectives of the school curriculum may be scheduled as part of the instructional day.

   e. Activity periods or club schedules may be scheduled as part of the instructional day as needed, provided that: (a) no more than 12 such periods are utilized during any school year; (b) no instructional period operates for less than 40 minutes, excluding change of class time; and (c) no class is eliminated from the daily schedule.

f. Field days, pep rallies, and other activities not directly related to teaching and learning tasks may be scheduled as part of the time allocated for activity periods or club schedules as stated above or may be scheduled as additional time in the instructional day.

   Class interruptions must be limited only to emergencies. Any outside interference with the continuous progress of teaching and learning shall be considered an interruption. Emergencies exist when conditions arise that make it impossible or impractical to delay class interruptions until the next change of classes.

g. The principal shall be responsible for seeing that policies and procedures are established that prohibit non-emergency class interruptions such as classroom deliveries or teacher visits from salesmen, parents, students, or other persons not specifically authorized.

h. During instruction time, general announcements and announcements paging students shall not be considered as emergency interruptions unless emergency conditions exist.

   The instructional day for students diagnosed as handicapped in accordance with the criteria established by the State Board of Education shall be in compliance with the requirements of their Individualized Education Plan.

2. Regular school courses offered for unit credit must be during the school day or approved by the Chief Supervisor, Accreditation Section. The school day is the time when students are in membership and under the guidance and direction of teachers employed by the district. Classroom instruction for courses offering credit must be under the direction of the principal and in the school facility.

3. The school day for full-time teachers shall be a minimum of seven hours.

C. Length of School Term - 190 days

1. One hundred eighty full days must be used for student instruction.

2. Five days of the ten days beyond the 180 full instructional days for students must be used for staff development.

3. The additional five days may be used for opening and closing of schools, teacher planning and preparation, teacher-parent conferences, and staff development.

4. The length of the school day for full-time teachers is a minimum of seven hours.

5. Emergency conditions due to weather or other extreme circumstances affecting the health, safety, and welfare of students necessitating the early dismissal of

school must be reported in writing to the Director, Office of School District Accreditation and Assessment, within ten days of the conclusion of the emergency. The report must include a justification for the early dismissal, and time missed shall not be required to be made up.

6. Full days missed due to extreme weather conditions or other circumstances must be made up.

D. Attendance

Persons between the ages of five and 21 inclusive, may attend any of the free public schools of the State. Section 59-63-20, **S.C. Code of Laws.**

The board of trustees of each school district may establish and provide for the education of children who will attain the age of four on or before November first of the applicable school year in child development programs. Section 59-19-340, **S.C. Code of Laws.**

"Children within the ages prescribed by Section 59-63-20, **S.C. Code of Laws,** shall be entitled to attend the public schools of any school district, without charge, only if qualified under the following provisions of this section:

1. Such child resides with its parent or legal guardian;

2. The parent or legal guardian, with whom the child resides, is a resident of such school district; or

3. The child owns real estate in the district having an assessed value of three hundred dollars or more; and

4. The child has maintained a satisfactory scholastic record in accordance with scholastic standards of achievement prescribed by the trustees pursuant to Section 59-19-90, **S.C. Code of Laws;** and

5. The child has not been guilty of infraction of the rules of conduct promulgated by the trustees of such school district pursuant to Section 59-19-90, **S.C. Code.**" Section 59-63-30, **S.C. Code of Laws.**

E. Lawful Absences

1. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.

2. Students in whose immediate family there is a serious illness or death may be temporarily excused from attendance.

3. Students may be excused from attendance in school for recognized religious holidays of their faith.

4. Students may be excused from attendance in school in accordance with local board policies.

F. Unlawful Absences

1. Students who are willfully absent from school without the knowledge of their parents are unlawfully absent.

2. Students who are absent from school without acceptable cause with the knowledge of their parents are unlawfully absent.

3. Each school district shall develop policies and procedures for determining unlawful absences.

4. Additional criteria in accordance with local board policies may be added to the above definition of unlawful absences.

G. Absences in Excess of Ten Days

1. The district board of trustees, or its designee, shall promptly approve or disapprove any student's absence in excess of ten days. If the district board appoints a designee, the designee must be notified in writing concerning his responsibilities in complying with this regulation.

2. The district board of trustees, or its designee, shall approve or disapprove any absences exceeding ten, whether lawful, unlawful or a combination thereof, for students in grades K-12.

H. Intervention Plans and Referrals

1. After three consecutive unlawful absences or a total of five unlawful absences, school officials shall identify the reasons for the child's continued absence and develop a plan in conjunction with student and parent or guardian to improve future attendance.

2. Each district shall develop additional policies relating to requirements for intervention. The district plan for improving students' attendance shall include, but not be limited to:

   a. Reasons for unlawful absences;

   b. Methods to resolve cause of unlawful absences;

   c. Actions to be taken in event unlawful absences continue;

   d. Signature of parent/guardian or evidence that an attempt has been made to involve parent/guardian; and

e. Documentation of involvement of other agencies, departments, organizations, and personnel not part of the school system who assisted or are a component of the intervention plan.

3. If the intervention plan is not successful and further inquiry by school officials fails to cause the student, parent or guardian to comply with the plan, or the student, parent or guardian refuses to participate in intervention planning, school officials shall refer the case to the Family Court. Each referral shall include pertinent information as identified by the school district or districts and the Family Court.

I. Group Trips

No group trips shall be permitted for more than three consecutive days.

J. Program of Staff Development

Each school shall plan a well-organized staff development program for professional personnel in addition to regularly scheduled faculty meetings. The program should be continuous and go beyond the five days of staff development required as part of the contract for employment. Staff members should be involved in planning and evaluating these activities which should focus on the problems, needs, purposes, and goals of the educational programs. These activities should be correlated with the district program of staff development. (59-20-60)

K. Teaching Load

1. The maximum teacher load shall not exceed 150 pupils daily. No class shall exceed 35 students in membership.

   Exceptions:

   a. A maximum of 40 students per period with a total teaching load of 240 students daily is permitted for physical education teachers. If physical education and health are taught on alternate days to the same class, the 40-student maximum and 240-student total are permitted for health. When health is taught as a separate subject, the teaching load is a maximum of 35 students per period and a total of 150 students per day.

   b. Music teachers may teach a maximum of 240 pupils daily. No class shall exceed 40 students in membership. Exception: Band, Chorus, and orchestra will require rehearsals of the entire membership and any number is acceptable if adequate space is available.

   c. When a teacher's daily schedule includes a combination of academic subjects and nonacademic subjects, the maximum daily teaching load shall be calculated on the basis of 30 students per academic class and 40 students for each music or physical education class. (Example: 3 classes of math of 30 each = 90 + 2 classes of P.E. of 40 each = 80. Teacher is not overloaded but teaches maximum allowable.)

2. Special Education

   a. Self-contained classes*

Area	Maximum Ratio Based on Average Daily Membership
Mentally Handicapped-Educable	18:1
Mentally Handicapped-Trainable	15:1
Emotionally Handicapped	15:1
Learning Disabilities	18:1
Orthopedically Handicapped	15:1
Visually Handicapped	12:1
Hearing Handicapped	12:1

   b. Resource Room and Itinerant Teacher Models

Area	Maximum Caseload
Mentally Handicapped-Educable	33
Emotionally Handicapped	33
Learning Disabilities	33
Orthopedically Handicapped	20
Visually Handicapped	15
Hearing Handicapped	15

   c. When resource room and itinerant teacher models service pupils with differing handicapping conditions, the maximum caseload shall be determined by the majority of the pupils in membership in an area of handicapping condition.

   d. The caseload of speech/language clinicians shall consist of a maximum continuous caseload of sixty pupils.

3. Maximum teacher load requirements and individual class-size limits are the same for mini-courses as any other classes.

4. Students scheduled for a study hall shall not be placed in a class where instruction is being provided.

L. Homebound Instruction

1. Homebound instruction shall consist of a minimum of five periods per week. If more instruction is needed, the school district or other interested persons must provide the additional funds. There is no limit to the amount of instruction that may be provided with funds other than State funds.

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*Students may be mainstreamed one period per day.

2. The teacher shall teach the student or students in a room set aside for the period of instruction.

3. Students who cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for homebound or hospitalized instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home or hospital. All applications for homebound instruction must be approved by the Office of Programs for the Handicapped, State Department of Education.

M. Accounting and Reporting

1. An accurate record of the attendance and achievements of each student shall be kept and should be stored in locked, fireproof filing cabinets or vaults to provide security against possible destruction.

2. Each school shall have an appropriate means of reporting to parents.

3. Each pupil transferring shall be given a transfer form showing name, date of birth, grade placement, and attendance record to present to the principal of the school where he is enrolling. Appropriate additional data shall be furnished by the school on request.

4. Records of all funds collected and disbursed in the operation of any part of the school program shall be kept in accurate and systematic form, properly safeguarded, and audited annually by a certified or licensed public accountant.

N. Materials of Instruction

1. Each school shall annually budget and expend, through the business office of the school, a minimum of $12 per pupil in membership for instructional supplies and materials, library books, supplementary reading materials and other instructional media such as filmstrips, mounted pictures, pamphlets, brochures, 8mm and 16mm teaching films, transparencies, tapes, recordings, and slides.

2. Each library shall have a collection of at least eight library volumes per pupil in membership. New schools can meet this standard over a period of three years by providing at least four volumes per pupil the first year and an additional two volumes per pupil in the second and third years. Local schools are responsible for reviewing and selecting books that are appropriate to the needs of the school from the "List of Sources of Selection: Library Materials for South Carolina Elementary and Secondary Media Centers" or other appropriate lists.

3. The school shall have various types of audiovisual materials and equipment which have been selected carefully in terms of the school curriculum and instructional program.

4. A new school shall be allowed a period of three years to meet the volume requirements for the library. The requirements for each of the three years are as follows:

First Year	4 volumes per student
Second Year	6 volumes per student
Third Year	8 volumes per student

O. Accident Prevention

1. Safety and Welfare of Students

a. All teachers or superintendents in charge of the schools of the State which are supported in whole or in part by taxation shall conduct fire drills at least once each month. Any teacher or superintendent failing to observe the provision of this section shall be fined no less than ten dollars or more than twenty-five dollars for each offense. These fines shall be deducted from his salary and turned over to the county treasurer for ordinary county purposes.

b. Each school shall have a sufficient number of fire extinguishers. The extinguishers must be inspected regularly and clearly designated throughout the building. (Section 59-63-910, S.C. Code of Laws, 1976, as amended.)

c. A plan shall be designed to provide for the protection and welfare of the students in the event of any disaster (tornado, hurricane, fire, etc.) which threatens to involve the school community. Each school shall conduct at least one emergency drill within the first month of school to insure safety against such disasters.

d. Each school shall provide first aid supplies and equipment.

2. Protective Eye Devices in Certain Courses

Teachers and students participating in courses as outlined in South Carolina Code Act No. 377, An Act to Require The Public Schools Of The State To Supply Plano Protective Eye Devices to Pupils And Teachers Participating In Certain Courses And To Require Pupils And Teachers Desiring Protective-Corrective Eye Devices To Secure Such Devices At Their Own Expense.

Section 1. Certain students and teachers to wear protective eye devices. Every pupil and teacher in any public school participating in any of the following courses:

a. Vocational or industrial art shops or laboratories involving use of or exposure to:

   (1) Hot molten metal;
   (2) Milling, sawing, turning, shaping, cutting, or stamping of any solid materials;
   (3) Heat treatment, tempering, or kiln firing of any metal or other materials;
   (4) Gas or electric arc welding;
   (5) Repair or servicing any vehicle;
   (6) Caustic or explosive materials.

b. Chemical or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids; is required to wear industrial quality eye protective devices at all times while participating in such courses or laboratories. The trustees of each school district shall purchase and cause such plano protective eye devices to be placed in such public schools for the eye protection of pupils, teachers, and visitors to such classrooms or laboratories.

c. Any person desiring protective-corrective lenses instead of plano protective eye devices supplied by the school trustees shall, at his own expense, procure and equip himself with industrial quality eye protective devices secured from legally authorized dispensers.

The phrase "industrial quality eye devices," as used in this section, means devices meeting the standards of the American Standard Safety Code for Head, Eye, and Respiratory Protection, 22.1-1959, promulgated by the American Standards Association, Incorporation.

P. Summer Schools

1. Although credit cannot be earned on a level below the ninth grade, summer schools operated for students at the seventh and/or eighth grade levels must meet all the requirements established for Grades 9-12, with the exception of the number of hours of instruction. Students at the seventh and eighth grade levels who failed regular school courses must receive 60 hours of instruction.

2. Organization and Administration

   a. Each summer school with 100 or more students shall employ a person certified as an elementary or secondary principal to direct the program. Any other administrative structure shall require approval in advance and in writing from the Chief Supervisor, Accreditation Section.

   b. Pupil-teacher ratio shall not exceed 30:1 in each classroom.

   c. Each summer school shall have access to library services during the school day.

   d. Materials and equipment for a balanced program in each respective area should be provided.

   e. School planning to operate a summer school must notify the Chief Supervisor, Accreditation Section, on or before May 1. Application for approval of the summer school program must be submitted no later than the third day of operation. Forms will be supplied by the Accreditation Section. All summer school reports shall be signed by the school superintendent and principal.

3. Qualifications of Teachers

   a. The qualifications of each teacher shall be the same as those for the regular term.

   b. Each teacher in special enrichment areas such as art, music, and physical education shall be certified in his area of specialization.

Grades 9-12

An adequate staff, properly trained, is essential for offering a program of quality education.

I. Qualifications of School Personnel

A. Principal

1. Each school shall employ a full-time certified principal who holds a secondary principal's certificate and devotes full time to administration and supervision. Annually, by October 15, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each principal not properly certified.

2. In addition to employing a full-time principal, each school with a membership of 400-499 students shall employ at least one half-time assistant principal.

3. In addition to employing a full-time principal, each school with a membership of 500 or more students shall employ at least one full-time assistant principal or the equivalent and shall add an assistant principal or the equivalent for each additional 500 students.

4. The principal shall devote a minimum of half time to the improvement of instruction.

5. The contracted salary paid to the principal shall in every case be at a higher daily, monthly, and yearly rate than that paid to any member of the faculty or staff of his school. The salary of the principal must be computed on the basis of an equal amount for each month employed. Monies received by principals and/or teachers as a result of the Education Improvement Act incentive awards shall not be used as a determinant affecting this standard.

6. Each campus principal of a multicampus school with a membership of 250 students or more shall comply with certificate and salary regulations prescribed for a principal of a single campus school.

B. Assistant Principal

A full-time assistant principal shall be required for a school with a membership of 500 or more students and shall hold a secondary principal's certificate. An additional assistant principal or the equivalent shall be required for each additional 500 students. If two or more full-time assistant principals are required, at least one shall have a secondary principal's certificate. Additional full-time assistant principals shall be certified as a secondary principal or shall be in an approved program leading to certification and earn a minimum of six semester hours yearly until the program is completed.

C. Teacher

A teacher is required to hold at least the bachelor's degree, or a degree equivalent, from an approved college or university and be certified to teach the subjects assigned. Trade and industrial teachers shall hold a trade certificate.

Exceptions to this standard are:

1. A teacher who is assigned to teach a subject in a majority of class periods in areas for which he is not properly certified must have completed 12 semester hours of credit in the subject area assigned. Annually, by October 15, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each teacher not properly certified. The teacher must earn six semester hours toward proper certification each year for renewal of the out-of-field permit.

2. A teacher who is teaching a majority of classes in areas in which he is properly certified may be given teaching assignments in subject areas for which he is not properly certified if the teacher has completed the minimum of six semester hours of college credit in the subject areas assigned.

3. Annually, by October 15, the district superintendent shall request an out-of-field permit from the Office of Teacher Education and Certification for each person scheduled to teach at least half-time out of his area of certification.

4. A teacher of handicapped pupils in the resource or itinerant model shall be certified, or have a permit in the area of handicapping condition in which the majority of students are classified, or be certified in one area of handicapping condition in which the teacher is teaching and successfully complete six semester hours annually toward certification in the area in which the majority of students are classified. Pupils participating in self-contained programs shall be of the same category of disability. The teacher must be certified or hold a permit in the area of handicapping condition in which the majority of the pupils are served.

A school shall not have more than 10 percent of classroom instruction time taught by teachers who are not properly certified (for example: a teacher on a permit or assignment in a subject area for which he is not properly certified). The 10 percent is calculated by dividing the total time of teachers teaching out of their area of certification by the total instructional time. Exception: Resource teachers are not counted in computation.

D. Guidance Counselor

1. Each guidance counselor shall hold a certificate in secondary guidance.

2. Schools with less than 600 students shall provide the services of a guidance counselor in the following ratio:

Membership	**Minimum Allotted Time**
Up to 200	100 minutes daily
201 to 300	150 minutes daily
301 to 400	200 minutes daily
401 to 500	250 minutes daily
501 to 600	300 minutes daily

3. Schools with memberships of 501 or more shall employ one full time certified counselor. Schools with more than 600 students shall provide guidance services at the ratio of 50 minutes for each additional 51-100 students to the extent that the total school membership reflects a minimum of 50 minutes of guidance services for each 100 students.

4. A private office shall be provided for counseling.

5. A comprehensive, written guidance plan shall provide the basis and structure for the guidance program.

6. Adequate materials shall be provided to implement the program.

7. The program shall include standardized testing.

E. Librarian

1. Each librarian or media specialist shall hold a certificate in library science or be certified as a media specialist.

2. Schools having a membership of fewer than 400 students shall employ a librarian or media specialist who shall devote not less than four class periods daily to media services. A teacher-librarian with at least 18 semester hours in library science may be utilized to meet this requirement.

3. Schools with a membership of 400 or more students shall employ a certified librarian devoting full time to library services.

4. Schools having a membership of 750 or more must employ an additional full-time library person.

5. School libraries shall remain open for 180 days during the school year and shall remain open during the entire school day, beginning 30 minutes prior to the opening of school and continuing 30 minutes after school.

6. School libraries shall be housed in special library rooms. All materials must be shelf listed, catalogued, and adequate records must be kept.

7. School libraries shall not be used to house regularly scheduled non-library classes or study halls.

F. School Nurse

Each school nurse shall hold a current license to practice as a registered nurse or licensed practical nurse issued by the State Board of Nursing.

G. Teacher Aide

A school district may employ teacher aides to be assigned as assistants to the professional staff. A teacher aide is a noncertified person employed by a school district whose assignment is limited to assisting a certified teacher. A person employed as a teacher aide shall have a high school diploma or the State equivalency certificate and be at least 18 years of age. Each teacher of trainable, orthopedically, emotionally, or visually handicapped pupils in a self-contained classroom model shall have a teacher aide full time provided that the class has a minimum membership of four pupils.

H. Secretarial Services

Each school shall employ a full-time secretary. The superintendent's secretary may not serve to meet this standard.

I. Health Certificates

All personnel shall be screened for tuberculosis as required by Section 44-29-150 and Section 44-29-160 of the Code of Laws of South Carolina, 1976, as amended April 24, 1979. Guidelines for screening of school employees for tuberculosis are available at each county health department.

II. Program of Studies

A. A program of studies in each school should be broad in offerings to meet the diverse needs of students.

B. Topics to be taught in courses organized on a quarterly basis must be outlined in a teacher's guide and approved six weeks prior to implementation. Each school district may restructure the school year into quarters or semesters.

C. A school district may offer courses on a quarter or semester basis by granting credit on a proportionate basis; i.e., quarter = ¼ unit, semester = ½ unit.

D. School districts planning to adopt the quarter or semester system must develop a written outline or guide for each course and secure approval of the Chief Supervisor, Accreditation Section, at least six weeks prior to the date scheduled for implementation.

E. All schools that are structured on a quarterly or semesterly basis shall submit accreditation information to the Accreditation Section for the quarters or semesters not included in the initial submission of accreditation data within ten days after the beginning of a new quarter or semester.

III. Approved Subjects—See list of approved subjects, Appendix A

IV. Minimum Curriculum

A minimum of 40 course offerings shall be provided each instructional term. An offering is defined as a course in which students are in membership.

Each accredited school shall provide adequate personnel, facilities, equipment, and supplies to insure a quality program in all subject areas.

Prescribed courses listed in the various subject areas shall be offered each instructional term. A school may substitute a course in lieu of a prescribed course to meet more effectively identified educational needs of students in the local school by submitting and receiving approval from the Chief Supervisor, Accreditation Section, for the substitution no later than August 1 of the current year.

The time required for any subject under the provisions of the Defined Minimum Program, may be adjusted if necessary for students who are eligible and receive remedial, handicapped, or gifted supplemental instruction or for students who score below the statewide minimum standards as indicated by the results of the tests administered under the Basic Skills Assessment Program or other assessment procedures and who receive special instruction in the basic skills to increase performance.

1. Language Arts—Course opportunities with a minimum of six units including courses in remedial reading and English I, II, III, and IV shall be offered.

2. Mathematics—A school program shall include a total of five units each year as follows:

    a. Three courses of mathematics leading to post-high school study consisting of Algebra I, geometry and Algebra II. Schools having memberships of 300 or less may alternate Algebra II and geometry when the membership does not justify offering both courses concurrently.

    b. Two courses of general mathematics. Any school in which 10 percent or more of the general mathematics students demonstrate performance levels on basic skills which are three years or more below grade placement must offer remedial instruction for those students.

3. Social Studies—A school program shall include each year:

    a. United States History and Constitution.

b. Economics and American Government. At least one semester in each course is required as part of the 20 units required for graduation. (Citizenship [civics] courses are not acceptable to comply with this requirement.)

c. Three other courses in the approved social studies area. Schools not offering a planned and organized full semester or year's course in the study of the nature of communism through a course in comparative government and/or comparative economics shall provide an organized six weeks unit of study dealing with the essential elements of communism. This unit may be included as a part of civics, government, world history, or world geography, using approved or adopted text material. The unit of study on communism shall be contrasting in nature with that of the aspects of American tradition, processes, and governmental institutions.

d. All accredited high schools shall include environmental studies as a part of the instructional program. Environmental studies shall consist of at least one semester elective or its equivalent as separate study units in social studies or natural sciences.

4. Natural Science—A school program shall include each year:

   a. General Science and/or Physical Science

   b. Biology

   c. A science program including chemistry and physics shall be included in the course offerings of each accredited high school every year. Schools (Grades 9-12) with memberships of 300 or less may alternate chemistry and physics. A school not offering chemistry and physics every year must be able to justify this omission.

   d. At least 20 percent of instructional time in all science subjects shall be devoted to student-centered laboratory experiences.

   e. All accredited high schools shall include environmental studies as part of the instructional program. Environmental studies shall consist of at least one semester elective or its equivalent as separate study units in social studies or natural sciences.

5. Physical Education—A school program shall include health and physical education for boys and girls and it must be available in Grades 9-12. One unit is required for graduation with two units permitted as part of the 20 units required for a State high school diploma. Credit for physical education must be awarded as follows:

Quarter program	45 days — ¼ unit
Alternate-day program for full year	90 days — ½ unit
Semester program	90 days — ½ unit
Yearly program	180 days — 1 unit

Students who are physically or mentally unable to take the physical education course provided for the regular school student shall take a suitably modified course in physical education. Junior ROTC may be substituted in lieu of physical education.

6. Foreign Language—All accredited high schools shall include at least two years of foreign language in their programs. A school not meeting this requirement must be able to justify this omission. Schools with fewer than 300 students may alternate first and second year courses in foreign language when the membership does not justify offering the two levels of a foreign language concurrently.

7. Fine Arts—A school program shall include a minimum of two courses in the fine arts area. Fine arts include art, music, and drama.

8. Business Education—Each school shall offer a minimum of two units of credit in business education, one of which shall be typewriting. In schools where vocational centers are located adjacent to the high school, this requirement may be met at either the high school or the vocational center.

9. Vocational Education—A school program shall include the following:

   a. Schools are required to provide prevocational education as an elective for all students in Grades 9 and/or 10. Prevocational education shall consist of six exploratory areas. Instructional materials are available from the Office of Vocational Education from which a school district may select five areas, plus "The World of Work." Schools with nine-week reporting periods may offer four exploratory areas and include "The World of Work" in each unit.

   b. Vocational specialization and skill development in a minimum of four occupational program areas; e.g., business and office education, trades and industries, distributive education, agriculture, home economics, health occupations, and shall offer a minimum of 12 units in grades 10-12 or vocational specialization and skill development in a minimum of 10 trade and industrial programs plus two other vocational program areas. Occupational training shall be offered for a three-hour multi-period at the eleventh and twelfth grades or for a two-hour period at the tenth, eleventh, and twelfth grades. Exception: An administrative structure of three periods, two periods, and a single period (3-2-1) may be approved by the Chief Supervisor of the Accreditation Section and Program Planning and Development Section when the single period is for prevocational education.

10. Driver Education—A school program shall include the complete program of driver education, classroom and behind-the-wheel phases, and it shall be provided each semester on an elective basis for eligible students. Schools organized on a Grades 9-12 or 10-12 basis shall provide this program. (Section 59-39-310, S.C. Code of Laws, 1976, as amended) Summer programs of driver education are permissible and recommended but may not be substituted for the regular school year program.

11. Health Education—A minimum of one unit of health education shall be offered as an elective for 36 weeks in a school program. Health courses may be taught on a semester basis.

12. Alcohol and Drugs—Through special instruction, an awareness shall be developed regarding the use and abuse of alcoholic drinks and drugs. Instruction shall emphasize problems related to their use, pharmacological aspects, and physiological effects upon the total community. Instruction shall be offered in all schools of the State. . . and shall be studied and presented as thoroughly and in the same manner as all other required subjects. . . (Section 59-26-20, S.C. Code of Laws, 1976, as amended.)

    Each public school of the State shall designate one week during the school year for the observance of Alcohol and Narcotics Education Week. During this week, each school district board of trustees shall require the school principal or other designated person to have each class from the sixth grade upward instructed for at least 30 minutes daily for three days concerning the risks and dangers involved in the use of alcoholic beverages and narcotics.

    The District Board of Trustees shall each year inform the State Board of Education of the week each public school in its district has designated as Alcohol and Narcotics Education Week; and the State Board of Education shall, through the Department of Education, provide suitable printed materials and other aids for use in the observance of the week (Section 59-29-30, S.C. Code of Laws, 1976, as amended).

13. Special Education—A specialized program of instruction utilizing the self-contained class, resource, or itinerant teacher model shall be made available to handicapped students. Each school district shall have written approval from the Office of Programs for the Handicapped, State Department of Education, no later than November 15 of each year for its annual "District Plan for Programs for Handicapped Pupils." A State high school diploma or a certificate designed and issued by the school district, shall be awarded students who complete a program of prescribed special education. If a determination has been made that a handicapped student shall pursue credits toward a State high school diploma, the following two alternatives are available:

    Alternative 1. Credits toward a State high school diploma may be awarded only by persons certified or who hold permits in the areas in which credit is earned. A handicapped child receiving such credits shall do so only after successfully attaining similar course objectives prescribed for non-handicapped pupils and in accordance with cooperative instructional arrangements between general education and special education as set forth in the child's Individualized Education Plan.

    Alternative 2. Children properly in membership in programs for the handicapped may receive a State high school diploma provided they earn a total of at least 20 units, 13 of which are the same required of non-handicapped students. Seven of the 20 units may be earned in "special education" under the following conditions:

    a. The credit may be issued only by a person certified/permitted in the appropriate category of disability.

    b. Instruction leading to the credit herein described must occur in one of the approved special education classes.

c. When an elective credit is to be issued in any category of disability, the competencies and criteria for successful completion must be previously established in the Individualized Education Plan.

V. Experimentation

The administrative head of an accredited high school may conduct an experimental program which necessitates the temporary waiving of certain standards provided the following conditions are met:

A. The purposes, outline of general procedures, and plan of evaluation must be submitted to the Chief Supervisor, Accreditation Section, for written approval at least six weeks prior to the implementation of the program.

B. Standards relating to the minimum curriculum, the length of the school year, and others may not be violated.

C. An evaluative report must be submitted to the Chief Supervisor, Accreditation Section, at the end of the experiment. Forms will be supplied by the Accreditation Section requesting the following:

1. The number of students who passed and failed.
2. Instructional materials used.
3. Instructional schedule followed.
4. Plans for continuing or modifying experiment.

D. Applications for experimental courses will be considered for approval on an annual basis by the Accreditation Section of the State Department of Education.

VI. The State High School Diploma

A. Requirements

1. Effective for all ninth grade students beginning with the graduating class of 1987 (those who enter ninth grade in 1983 or those who graduate in 1987 or thereafter), to qualify for a State high school diploma, a student must earn a total of 20 units of credit distributed as follows:

Language Arts	4 units*
U.S. History	1 unit
Economics (½ unit), Government (½ unit)	1 unit
Other Social Studies	1 unit
Mathematics	3 units**
Natural Science	2 units***
Physical Education or ROTC	1 unit
Electives	7 units

2. Complete a study and pass an examination on the provision and principles of the United States Constitution and American institutions and ideals. This instruction shall be given for a period of at least one year with the required U.S. History course. (Section 59-29-10, S.C. Code of Laws, 1976, as amended)

3. Attend the accredited high school issuing the diploma for at least the semester immediately preceding graduation except in the case of a bona fide change of residence where the sending school will not grant the diploma. Two units earned in a summer school program do not satisfy this requirement.

4. Except in the case where a student has shown superior aptitude and achievement, not more than six units of credit earned during a nine-month school session can be applied toward the State high school diploma. (Units earned through correspondence courses may be included.)

5. Except in 12-month schools, no student shall be allowed to apply more than six units earned in summer school, and/or through approved correspondence courses, and/or adult education programs to the 20 units required for a State high school diploma. A student in membership in a 12-month program may not apply more than two units earned through approved correspondence courses and/or adult education programs.

   A student may transfer credit earned in the adult education program to a high school to count toward the 20-unit public high school diploma requirements if, for each unit being transferred, a minimum of 120 hours has been spent in class time in that subject at that level and the teacher was properly certified to teach the course.

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*Remedial English, with emphasis on reading and functional English, developmental reading, or remedial reading, may be taught and credits earned applied to this requirement.

**One unit in computer science, if approved by the State Department of Education for this purpose, may be counted toward the mathematics requirement.

***Students who earn one unit in science and six or more units in a specific occupational service area will meet the science requirements for a State high school diploma. Vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.

B. Provisions for Granting High School Credit

Accredited schools may award and accept the credit in terms of one-fourth, one-half, or one unit by the following schedule:

1. One-fourth unit of credit is granted for the satisfactory completion of an approved course which meets 50 minutes daily, five days a week for nine weeks, or its equivalent.

2. One-half unit of credit is granted for the satisfactory completion of an approved course which meets 50 minutes daily, five days a week for 18 weeks, or its equivalent.

3. One unit of credit is granted for the satisfactory completion of an approved course which meets 50 minutes daily, five days a week for 36 weeks, or its equivalent.

4. Adult Education*: High school credit may be granted for a course completed in an approved adult education program provided (1) the teacher is properly certified to teach the course, and (2) the student received a minimum of 120 hours of instruction. Credit earned in adult education programs may be used to meet regular school graduation requirements if, for each unit being transferred, a minimum of 120 hours of instruction has been completed. Written approval for exceptions to this standard must be requested by the high school principal and approved by the Chief Supervisor, Accreditation Section.

   *No student shall be allowed to apply more than six units earned in summer school, and/or through approved correspondence courses, and/or adult education programs to the 20 units required for a State high school diploma.

5. American Council of Education: High schools may grant credit for courses taken through the United States Armed Forces Institute since July 1, 1948, provided prior approval of these courses has been obtained from the high school principal. A high school may not grant more than four units of credit, based on the table of credit values of the American Council of Education, for courses taken through the United States Armed Forces Institute.

6. Credit shall be accepted when official transcripts are received from schools which are accredited by the State or the New England Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Middle States Association of Colleges and Schools, Western Association of Colleges and Schools, and Northwest Association of Colleges and Schools. Credit from nonaccredited institutions must be validated by standardized examinations to the satisfaction of the local administrator.

7. College or technical education credit cannot be substituted for high school credit. (Dual credit cannot be granted for any one course.)

VII. The Equivalency Certificate

A. Service Personnel and Veterans

The State Board of Education recognizes the high school level Tests of General Educational Development (service administered) for service personnel and veterans and shall issue a State equivalency certificate on the basis of these tests. To qualify for this certificate, an applicant must:

1. Be a bona fide resident of the State, or one whose most recent public school attendance was in South Carolina over a period of three months or more prior to or after military service.
2. Be 19 years of age or older.
3. Attain an average score of 45 or above for the tests.

Application for this certificate should be made to the Chief Examiner, High School Certificate Office, Office of School District Accreditation and Assessment, State Department of Education, 706 Rutledge Building, 1429 Senate Street, Columbia, S.C. 29201.

B. General Educational Development Tests

1. Special Examination

The State Board of Education awards a South Carolina equivalency certificate to eligible persons who successfully complete a restricted form of the General Educational Development Tests. To qualify for this certificate an applicant must:

a. Be a legal resident of the State, or be a former resident whose most recent public school attendance was in South Carolina.

b. Be at least 19 years of age. Exception: persons 17 or 18 years of age may be permitted to take the examination, provided they can prove extenuating circumstances exist that create a severe hardship for them. These persons shall submit a letter of recommendation from the principal of the last school attended validating the stated hardship and forward it to the Chief Examiner, High School Certificate Office, Office of School District Accreditation and Assessment, State Department of Education, 706 Rutledge Building, 1429 Senate Street, Columbia, S.C. 29201.

c. Pay the required fee set by the State Department of Education to cover the costs of the testing service and certificate.

d. Have attained an average score of 45 or above on the several tests.

e. The General Educational Development Tests may be scheduled and administered at adult education centers, technical educational centers, and other locations approved by the Director of the Office of School District Accreditation and Assessment when 15 or more students have been tested with the appropriate form of the Iowa Test of Basic Skills and have attained a minimum average grade equivalent score of 9.5 (the level determined for reasonable chance of passing the General Educational Development Tests) or have been tested with the official GED pre-test and show reasonable chance of passing as measured by that instrument.

f. Persons who are eligible and who reside in South Carolina must take the examination in South Carolina.

VIII. Administrative Organization

A. The Physical Facilities

1. Existing Facilities

a. Buildings shall be adequate in size and arrangement to accommodate the program offered.

b. Buildings shall be kept clean and comfortable.

c. Each room shall be designed and equipped to serve specific purposes for which it is used.

d. Adequate lighting, ventilation, and heating shall be provided in all utilized areas.

e. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by the State Department of Health and Environmental Control.

f. Buildings and grounds shall be properly maintained, safe, and attractive.

g. Playgrounds, physical education, and play equipment shall be adequately maintained to insure safety.

h. Each principal shall have a private office.

2. New Facilities

a. All new school facilities and sites shall meet minimum requirements listed in "South Carolina School Facilities Planning and Construction Guide" and "South Carolina Guide and Minimum Specifications for Construction of Relocatable Classroom Buildings." These publications are available from the State Department of Education.

b. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by the State Board of Health.

c. A new high school shall not be organized that does not have a minimum membership of 400 students in Grades 9-12. This does not preclude two or more schools with a combined membership of less than 400 students in Grades 9-12 from consolidating if proper notification is made and written approval is received from the Chief Supervisor, Accreditation Section.

B. Length of Class Periods—The minimum length of a class period is 50 minutes five days a week or its equivalent.

C. Minimum Class Periods—The daily schedule shall provide a minimum of six periods of instruction.

D. Length of School Day

1. The instructional day for secondary students must be at least six hours excluding lunch. Students in Grades 9-12 shall be considered secondary students. Students in grades 7 and/or 8 shall be considered secondary students when housed with grade 9 and shall operate on a six-hour instructional day, excluding lunch. A school consisting of only seventh and eighth grade students may operate either as secondary or elementary according to the district's organizational plan as submitted to and approved by the Chief Supervisor, Accreditation Section, State Department of Education.

   a. The instructional day for secondary students must be at least six hours (360 minutes), excluding lunch.

   b. The minimum length of a class period is 50 minutes, excluding change of class time.

   c. A maximum of 25 minutes shall be allowed as part of the six hour instructional day for change of classes. If additional change of classes requires more than 25 minutes, the additional time shall be added to the six-hour instructional day.

   d. The daily schedule shall provide a minimum of six periods of instruction. Each secondary student shall have the opportunity to receive at least six periods of instruction.

   e. Homeroom shall not count as part of the instructional day. When no homeroom period is utilized, administrative time required to determine attendance, make announcements, or complete other tasks normally accomplished during homeroom period shall not be considered as part of the instructional day.

   f. Vocational centers shall operate a six-hour instructional day. Multi-unit blocks of instruction must be organized for a minimum of 50 minutes of instruction for each unit of credit offered. Instructional time shall not include change of class time or break time.

   g. Vocational centers that operate multi-unit blocks of instruction totaling less than six hours shall include teacher planning time as appropriate in the school schedule to ensure that the school operates a six-hour instructional day.

2. Priority must be given to teaching and learning tasks (i.e.; tasks that are directly related to the concepts and objectives of the courses to be completed).

   a. Activities such as field trips, assemblies, and other tasks that directly relate to concepts and objectives of the school curriculum may be scheduled as part of the instructional day.

   b. Activity periods or club schedules may be scheduled as part of the instructional day as needed, provided that: (a) no more than 12 such periods are utilized during any school year; (b) no instructional period operates for less than 40 minutes, excluding change of class time; and (c) no class is eliminated from the daily schedule.

   c. Field days, pep rallies, and other activities not directly related to teaching and learning tasks may be scheduled as part of the time allocated for activity periods or club schedules as stated above or may be scheduled as additional time in the instructional day.

3. Class interruptions must be limited only to emergencies. Any outside interference with the continuous progress of teaching and learning shall be considered an interruption. Emergencies exist when conditions arise that make it impossible or impractical to delay class interruptions until the next change of classes.

   a. The principal shall be responsible for seeing that policies and procedures are established that prohibit non-emergency class interruptions such as classroom deliveries or teacher visits from salesmen, parents, students, or other persons not specifically authorized.

   b. During instructional time, general announcements and announcements paging students shall not be considered as emergency interruptions unless emergency conditions exist.

4. The instructional day for students diagnosed as handicapped in accordance with the criteria established by the State Board of Education shall be in compliance with the requirements of their Individualized Education Plan.

5. Regular school courses offered for unit credit must be during the school day or approved by the Chief Supervisor, Accreditation Section. The school day is

the time when students are in membership and under the guidance and direction of teachers employed by the district. Classroom instruction for courses offering credit must be under the direction of the principal and in the school facility.

6. The school day for full-time teachers shall be a minimum of seven hours.

E. Length of School Term - 190 days

1. One hundred eighty full days must be used for student instruction.

2. Five days of the ten days beyond the 180 full instructional days for students must be used for staff development.

3. The additional five days may be used for opening and closing of schools, teacher planning and preparation, teacher-parent conferences, and staff development.

4. The length of the school day for full-time teachers is a minimum of seven hours.

5. Emergency conditions due to weather or other extreme circumstances affecting the health, safety, and welfare of students necessitating the early dismissal of school must be reported in writing to the Director, Office of School District Accreditation and Assessment, within ten days of the conclusion of the emergency. The report must include a justification for the early dismissal, and time missed shall not be required to be made up.

6. Full days missed due to extreme weather conditions or other circumstances must be made up.

F. Attendance

Persons between the ages of 5 and 21 inclusive, may attend any of the free public schools of the State. Section 59-63-20, **S.C. Code of Laws**.

The board of trustees of each school district may establish and provide for the education of children who will attain the age of 4 on or before November first of the applicable school year in child development programs. Section 59-19-340, S.C. **Code of Laws.**

"Children within the ages prescribed by Section 59-63-20, **S.C. Code of Laws**, shall be entitled to attend the public schools of any school district, without charge, only if qualified under the following provisions of this section:

1. Such child resides with its parent or legal guardian.

2. The parent or legal guardian, with whom the child resides, is a resident of such school district; or

3. The child owns real estate in the district having an assessed value of three hundred dollars or more; and

4. The child has maintained a satisfactory scholastic record in accordance with scholastic standards of achievement prescribed by the trustees pursuant to Section 59-19-90, **S.C. Code of Laws;** and

5. The child has not been guilty of infraction of the rules of conduct promulgated by the trustees of such school district pursuant to Section 59-19-90, **S.C. Code.**" Section 59-63-30, **S.C. Code of Laws.**

G. Absences and Excuses

The State Board of Education has established the following definition of lawful and unlawful absences beyond those specifically named in State statutes. Such additional regulations are necessary for the orderly enrollment of students so as to provide for uniform dates of entry.

1. Legal Absences

    a. Students who are ill and whose attendance in school would endanger their health or the health of others may be temporarily excused from attendance.

    b. Students in whose immediate family there is a serious illness or death may be temporarily excused from attendance.

    c. Students may be excused from attendance in school for recognized religious holidays of their faith.

    d. Students may be excused from attendance in school in accordance with local board policies.

2. Unlawful Absences

    a. Students who are willfully absent from school without the knowledge of their parents are unlawfully absent.

    b. Students who are absent from school without acceptable cause with the knowledge of their parents are unlawfully absent.

    c. Each school district shall develop policies and procedures for determining unlawful absences.

    d. Additional criteria in accordance with local board policies may be added to the above definition of unlawful absences.

3. Absences in Excess of Ten Days

   a. The district board of trustees, or its designee, shall promptly approve or disapprove any student's absence in excess of ten days. If the district board appoints a designee, the designee must be notified in writing concerning his responsibilities in complying with this regulation.
   b. The district board of trustees, or its designee, shall approve or disapprove any absences exceeding ten, whether lawful, unlawful, or a combination thereof, for students in grades K-12.

4. Intervention Plans and Referrals

   a. After three consecutive unlawful absences or a total of five unlawful absences, school officials shall identify the reasons for the child's continued absence and develop a plan in conjunction with student and parent or guardian to improve future attendance.

   b. Each district shall develop additional policies relating to requirements for intervention. The district plan for improving students' attendance shall include, but not be limited to:

      1. Reasons for unlawful absences;

      2. Methods to resolve cause of unlawful absences;

      3. Actions to be taken in event of unlawful absences continue;

      4. Signature of parent/guardian or evidence that an attempt has been made to involve parent/guardian; and

      5. Documentation of involvement of other agencies, departments, organizations, and personnel not part of the school system who assisted or are a component of the intervention plan.

   c. If the intervention plan is not successful and further inquiry by school officials fails to cause the student, parent, or guardian to comply with the plan, or the student, parent, or guardian refuses to participate in intervention planning, school officials shall refer the case to the Family Court. Each referral shall include pertinent information as identified by the school district or districts and the Family Court.

5. High School Credit

   a. In each class where high school credit may be awarded, a student must attend a minimum number of days each instructional period before receiving consideration for credit, unless the local school board grants approval for each excessive absence in accordance with local board policy.

Below is an attendance schedule required for the various instructional periods:

Instructional Period	**Credit**	**Minimum Days Attendance Required**
Semesterly (90 days)	½	85
Yearly (180 days)	1	170

b. Vocational centers - The same standards for attendance as in the secondary schools apply to vocational centers.

H. Group Trips—No group trips shall be permitted for more than three consecutive days.

I. Program of Staff Development

Each school shall plan a well-organized staff development program for professional personnel in addition to regularly scheduled faculty meetings. The program shall be continuous and go beyond the five days of staff development required as a part of the contract for employment. Staff members should be involved in planning and evaluating these activities which should focus on the problems, needs, purposes, and goals of the educational programs. These activities should be correlated with the district program of staff development.

J. Preregistration

Each high school shall develop a preregistration form outlining the courses in which a student may enroll for his entire high school career.

K. Student Load

The average number of units earned by a student is five, or its equivalent, for a nine-month school year. A student who has demonstrated superior ability and achievement may be permitted to earn six units, or its equivalent, during a school year if the administrative head of the school and parents agree that this plan will serve the student's best interests.

L. Accelerated Program of Study

Each accredited high school in this State shall provide an accelerated program of study whereby any student who demonstrates sufficient ability shall be allowed, upon approval of the administrative head of such school and of the parent, guardian, or other lawful custodian of such student, to undertake such courses of study as will enable the student to graduate at the end of eleven years of primary and secondary schooling. (Section 59-39-110, S.C. Code of Laws, 1976, as amended)

M. Teaching Load

1. The maximum daily teaching load for academic classes is 150 students. No class shall exceed 35 students in membership. Study hall students shall not be placed in an instructional class.

2. A teacher shall not be permitted to teach more than six periods daily. The recommended limit is five teaching periods.

3. A teacher assigned classes requiring more than four preparations daily shall be considered overloaded. Exception: A vocational teacher with a maximum daily teaching load of 75 students in membership may have five preparations each day. Typing I and Typing II may be counted as one preparation. In personal typing a teacher may teach a maximum of 210 students daily. No class may exceed 35 students in membership.

4. A maximum of 40 students per period with a total teaching load of 240 students daily is permitted for physical education teachers. If physical education and health are taught on alternate days to the same class, the 40-student maximum and 240-student total are also permitted for health. When health is taught as a separate subject, the teacher load is a maximum of 35 students per period and a total of 150 students daily.

5. Music teachers may teach a maximum of 240 students daily. No class shall exceed 40 students in membership. Exception: Band, chorus, and orchestra will require rehearsals of the entire membership, and any number is acceptable if adequate space is available.

6. When a teacher's daily schedule includes a combination of academic and nonacademic subjects, the maximum daily teaching load shall be calculated on the basis of 30 students per academic class and 40 students per music or physical education class. (Example: 3 classes of math of 30 each = 90 + 2 classes of P.E. of 40 each = 80. Teacher is not overloaded but teaches maximum allowable.)

7. In calculating teaching load, the number of students supervised in study hall by regular teacher shall be divided by four. (Example: 60 ÷ 4 = 15). Study hall students shall not be placed in an instructional class.

8. Special Education Membership

a. Self-Contained Classes*

Area	Maximum Ratio Based on Average Daily Membership
Mentally Handicapped—Educable	18:1
Mentally Handicapped—Trainable	15:1
Emotionally Handicapped	15:1
Learning Disabilities	18:1
Orthopedically Handicapped	15:1
Visually Handicapped	12:1
Hearing Handicapped	12:1

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*Students may be mainstreamed one period per day.

b. Resource Room and Itinerate Teacher Models

Area	Maximum Caseload
Mentally Handicapped—Educable	33
Emotionally Handicapped	33
Learning Disabilities	33
Orthopedically Handicapped	20
Visually Handicapped	15
Hearing Handicapped	15

c. When a resource room and itinerant teacher models serve pupils with differing handicapping conditions, the maximum caseload shall be determined by the majority of the pupils in membership in an area of handicapping condition.

d. The caseload of speech/language clinicians shall consist of a maximum continuous caseload of sixty pupils.

N. Homebound Instruction

1. Homebound instruction shall consist of a minimum of five periods per week. If more instruction is needed, the school district or other interested persons must provide the additional funds. There is no limit to the amount of instruction that may be provided with funds other than State funds.

2. The teacher shall teach the student or students in a room set aside for the period of instruction.

3. Students who cannot attend school because of illness, accident, or pregnancy, even with the aid of transportation, are eligible for homebound or hospitalized instruction. A physician must certify that the student is unable to attend school but may profit from instruction given in the home or hospital. All applications for homebound instruction must be approved by the Office of Programs for the Handicapped, State Department of Education.

O. Correspondence Courses

1. Credit may be allowed for correspondence courses only when approved specifically by the local superintendent or principal and by the Chief Supervisor, Accreditation Section. The approval must be obtained by completing a prescribed form before the student is allowed to enroll in the courses. When earned during the regular school year, this credit must be included in calculating the maximum load that a student is permitted to carry.

2. A maximum of two units may be earned between two school sessions (in summer school and/or correspondence courses during the summer).

3. Correspondence courses will be approved when limitation of curricular offerings in a local school denies a student a course he particularly needs; if the work can be done under the supervision of teachers in the local school, and if taken through the extension division of a South Carolina college or university.

4. No student shall be allowed to apply more than six units earned in summer school and/or through approved correspondence courses to the 20 units required for a State high school diploma.

P. Summer Schools

Schools planning to operate a summer school must notify the Chief Supervisor, Accreditation Section, on or before May 1. Application for approval of the summer school program must be submitted no later than the third day of operation. Forms will be supplied by the Accreditation Section of the State Department of Education. All official summer school reports shall be signed by the Superintendent and summer school principal or director. The following standards shall apply:

1. Work shall be of the same quality as the regular term.

2. Teachers must be certified in the areas they teach.

3. The summer school program must be organized by and under the direction of the principal, the superintendent, or designee. A summer school director must hold a secondary principal's certificate.

4. A definite schedule shall be submitted, approved, and followed.

5. Prior permission for a student to attend any summer school shall be obtained from the principal of the school the student regularly attends.

6. All students taking one unit of credit must receive 120 hours of instruction with a maximum of four hours daily under the direction of a teacher. Courses granting one-fourth or one-half unit must include 30 to 60 hours of instruction respectively. Students must attend a minimum of 20 days in order to receive credit.

   a. Forty-day summer school programs of three hours daily for each unit are recommended, but 30-day summer school programs of four hours daily for each unit are permitted. (In order that some provisions for absences may be made, it is suggested that 40-day programs operate 43 days and 30-day programs operate 32 days.)

   b. Students shall be required to make up all absences except in cases of illnesses certified by a physician or other excused absences which are approved by the principal.

7. No summer school shall operate less than 30 days. Forty days are recommended.

8. No teacher shall teach more than one subject or one level of the same subject during one period for credit. (Exception: Two consecutive levels of repeat English or General Math I and II may be taught during one period if the combined membership does not exceed 15 students.)

9. No more than two units of credit shall be earned during one summer school session.

10. No student shall be allowed to apply more than a total of six units earned in summer school, and/or through approved correspondence courses, and/or adult education programs to the 20 units required for a State high school diploma.

11. There is no limit to the number of credits a student may earn in a summer school program that is operated on a quarter basis as part of a twelve-month school program. These students may not apply more than two units earned through correspondence courses and/or adult education programs to the 20 units required for a State high school diploma.

12. Schools may offer special enrichment courses without unit credit for periods of less than 120 hours of instruction.

13. Consideration should be given to courses in industrial areas and vocational areas.

14. School districts that elect to operate a fifth or summer quarter shall provide a 45-day instructional program equal in quality and quantity to other quarters of regular school, including the length of the school day. All accreditation standards shall apply to each quarter of operation.

15. Courses shall be organized to grant one-fourth, one-half, or full-unit credit. No student shall receive credit for participation in a portion of a one-half or single-unit course.

16. The final accreditation status of the summer program will be reflected in the overall district rating for the next year.

17. Class size shall not exceed 30 members.

Q. Records

1. Cumulative—An accurate record of the attendance and achievements of each student shall be kept and should be stored in locked, fireproof filing cabinets or vaults to provide security against possible destruction.

2. Financial—Records of all funds collected and disbursed in the operation of any part of the school program shall be kept in accurate and systematic form, properly safeguarded, and audited annually by a certified licensed public accountant.

R. Report of Follow-Up Study of Graduates

On or before May 1, each high school that issues a State high school diploma shall submit the following data on the previous year's graduates to the State Superintendent of Education on prescribed forms:

1. The number of high school graduates who entered the freshman class of an institution of higher learning for whom a first semester report has been received.

2. A breakdown of courses passed.

3. A breakdown of courses failed.

4. The number of job titles of employed graduates. Senior high schools shall request scholastic data of previous graduates who attended out-of-state institutions of higher learning. (Section 59-39-120, S.C. Code of Laws, 1976, as amended)

S. Transfer of Students

1. Accurate accounting records shall be developed and maintained for student transfers and withdrawals. Comprehensive transcripts shall be submitted directly to the receiving school. A permanent record of the transferred student shall be retained in the school from which the student is transferred.

2. A student is entitled to attend school in the district in which his parent or guardian resides as long as his conduct is satisfactory. A student who resides in one district, however, may attend school in another district if the following conditions are met:

    a. The trustees of the school district in which the student lives shall grant a transfer to the trustees of the receiving school district.

    b. The trustees of the receiving school district shall consent to the transfer.

3. The students transferred may be required to pay as tuition an amount not exceeding that part of the per student expenditure (exclusive of capital outlay and debt service) paid from special school levies. (Section 59-63-530, S.C. Code of Laws, 1976, as amended)

4. Units earned by a student in an accredited high school of this State or in a school of another state which is accredited under the regulations of the Board of Education of that state, or the appropriate regional accrediting agency (New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Western Association of Colleges and Schools, and the Northwest Association of Colleges and Schools) will be accepted under the same value which would apply to students in the school to which they transferred.

5. If a student transfers from a school which is not accredited, he shall be given tests to evaluate prior academic work and/or be given a tentative assignment in classes for a probationary period.

T. Instructional Materials

Each school shall receive an appropriation annually for instructional materials and equipment of $6 per students in grades 9-12. No school shall receive an appropriation of less than $600.

U. Library

1. Books

    a. Local schools are responsible for reviewing and selecting books that are appropriate to the needs of students from the "List of Sources of Selection: Library Materials for South Carolina Elementary And Secondary Media Centers" and other standard lists. Each high school shall provide a minimum of 2,000 volumes exclusive of government documents and textbooks.

    b. Schools housing Grades 9-12 shall provide at least six library volumes per student. No school will be required to provide more than 10,000 volumes regardless of membership.

c. A new school shall be allowed a period of three years to meet the volume requirements for the library. The requirements for each of the three years are as follows:

First Year	2 volumes per student (2,000 minimum)
Second Year	4 volumes per student
Third Year	6 volumes per student

2. Periodicals and Newspapers

a. Memberships of 500 or fewer students—25 periodicals and two daily newspapers.

b. Memberships of more than 500 students—one periodical for each 20 students and two newspapers.

c. A subscription to the "Reader's Guide to Periodical Literature" or to the "Abridged Reader's Guide to Periodical Literature."

3. Appropriation

To maintain the library collection, schools shall obtain an appropriation annually as listed below for library materials, supplies, and audiovisual software, exclusive of equipment.

a. Membership of fewer than 500 students—an annual appropriation of $4 for each student with no school receiving less than $800.

b. Membership of 500 through 999 students—an annual appropriation of at least $2,000, plus $3.50 for each student over 500.

c. Membership of 1,000 or more students—an annual appropriation of at least $3,750, plus $3.50 for each student over 1,000.

V. Accident Prevention

1. Safety and Welfare of Students

a. All teachers or superintendents in charge of the schools of the State which are supported in whole or in part by taxation shall conduct fire drills at least once each month. Any teacher or superintendent failing to observe the provisions of this section shall be fined no less than ten dollars or no more than twenty-five dollars for each offense. These fines shall be deducted from his salary and turned over to the county treasurer for ordinary county purposes.

b. Each school shall have a sufficient number of fire extinguishers. The extinguishers must be regularly inspected and clearly designated throughout the building. (Section 59-63-910, S.C. Code of Laws, 1976, as amended)

c. A plan shall be designed to provide for the protection and welfare of students in the event of any disaster (tornado, hurricane, fire, etc.) which threatens to involve the school community. Each school shall conduct at least one emergency drill within the first month of school to insure safety against such disasters.

d. Each school shall provide adequate first aid supplies and equipment.

2. Protective Eye Devices in Certain Courses

Teachers and students participating in courses as outlined in Section 59-1-396, South Carolina Code Act No. 377, An Act To Require The Public Schools Of The State To Supply Plano Protective Eye Devices To Pupils And Teachers Participating In Certain Courses And To Require Pupil and Teachers Desiring Protective-Corrective Eye Devises To Secure Such Devices At Their Own Expense.

Section 1. Certain students and teachers are to wear protective eye devices. Every pupil and teacher in any public school participating in any of the following courses:

a. Vocational or industrial art shops or laboratories involving use of or exposure to:

(1) Hot molten metals;
(2) Milling, sawing, turning, shaping, cutting, or stamping of any solid materials;
(3) Heat treatment, tempering, or kiln firing of any metal or other materials;
(4) Gas or electric arc welding;
(5) Repair or servicing of any vehicle;
(6) Caustic or explosive materials.

b. Chemicals or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids; is required to wear industrial quality eye protective devices at all times while participating in such courses or laboratories. The trustees of each school district shall purchase and cause such plano protective eye devices to be placed in such public schools for the eye protection of pupils, teacher, and visitors to such classrooms or laboratories.

c. Any person desiring protective-corrective lenses instead of plano protective devices supplied by the school trustees shall at his own expense procure and equip himself with industrial quality eye protective devices secured from legally authorized dispensers. The phrase "industrial quality eye protective devices," as used in this section, means devices meeting the standards of the American Standard Safety Code for Head, Eye, and Respiratory Protection, 22-1-1959, promulgated by the American Standards Association, Incorporated.

Vocational Education

AREA VOCATIONAL CENTERS

Area vocational centers are equipped to prepare students for immediate job entry and for continued specialization in post-high school vocational or technical institutions. An adequate staff, properly trained, is essential for offering a program that will enable students to assume these roles.

I. Qualifications

A. Area Vocational Center Director

1. Each area vocational center which is designated by the Office of Vocational Education as a center according to the criteria specified in the State Plan for Vocational Education shall have a full-time director.

2. Each director shall be certified in one or more vocational subjects, shall have a master's degree or Class I certificate, and shall have a minimum of three years of vocational-technical teaching experience. These qualifications apply to all directors employed after January 1, 1977. (Persons serving as directors prior to January 1, 1977, will not be affected by this regulation.)

3. The director shall devote a minimum of half time to the improvement of instruction.

4. The contracted salary paid to the director of a center shall, in every case, be at a higher monthly and annual rate than that paid by the school district to any member of the vocational center faculty. Monies received by principals and/or teachers as a result of the Education Improvement Act incentive awards shall not be used as a determinant affecting this standard.

B. Assistant Vocational Center Director

When an assistant director is employed, the assistant director shall be certified in one or more vocational subjects, have a master's degree or Class I certificate, or be enrolled in a program leading to a master's degree and earn six semester hours yearly, and have three years vocational-technical teaching experience. These qualifications apply to all assistant directors employed after January 1, 1977. (Person serving as assistant directors prior to January 1, 1977, will not be affected by this regulation.)

C. Job Placement Coordinator

When a job placement coordinator is employed, the job placement coordinator shall be certified in one or more vocational subjects, have a master's degree or Class I certificate, or be enrolled in a program leading to a master's degree (six semester hours yearly) and have two years work experience. In lieu of the above requirement, a qualified person with an employment background in business or industry may be employed as a job placement coordinator if the person possesses at least a bachelor's degree and five years of business/industry work experience in the fields of personnel or administration. (Persons serving as job placement coordinators prior to January 1, 1977, will not be affected by this regulation.)

D. Adult Vocational Coordinator

When an adult coordinator is employed, the adult coordinator shall be certified in one or more vocational subjects, have a master's degree or Class I certificate, or be enrolled in a program leading to a master's degree and earning six semester hours yearly, and shall have three years vocational-technical teaching experience. These qualifications apply to all adult coordinators employed after January 1, 1977. (Persons serving as adult vocational coordinators prior to January 1, 1977, will not be affected by this regulation.)

E. Teacher

A vocational teacher shall hold at least a bachelor's degree, or a degree equivalent, from an approved college or university and be certified to teach the subjects assigned, or hold a trade certificate in the assigned teaching area.

F. Guidance Counselor

1. Each vocational guidance counselor shall possess a bachelor's degree with a major in one of the vocational services from an approved four-year college or university or qualify for a teaching certificate in vocational education. A certified vocational teacher with a minimum of six semester hours in courses required for guidance certification will be accepted, provided he is enrolled in an approved program leading to counselor certification. These qualifications apply to all guidance counselors employed after July 1, 1975.

   Effective January 1, 1979, a vocational guidance counselor shall possess a valid guidance certificate and shall have three years teaching experience.

2. Vocational centers serving less than 300 students shall provide the services of a qualified counselor for vocational students in the following ratio:

Membership	**Minimum Allotted Time**
Up to 200	100 minutes daily
201 to 300	150 minutes daily

3. Schools serving more than 300 students shall provide guidance services at the ratio of 50 minutes for each additional 50-100 students to the extent that the total school membership reflects a minimum of 50 minutes of guidance services for each 100 students. Schools serving a membership of 501 or more shall have one full-time certificated counselor.

4. A private office shall be provided for counseling vocational students.

5. Adequate materials and supplies shall be provided for guidance programs conducted in the vocational centers.

G. Secretarial Services

Each vocational center shall employ a full-time secretary.

H. Health Certificates

All personnel shall be screened for tuberculosis as required by Section 44-29-150 and Section 44-29-160 of the Code of Laws of South Carolina, 1976, as amended April 24, 1979. Guidelines for screening of school employees for tuberculosis are available in each county health department.

I. School Nurse

School nurses shall be available to the area vocational center under the same conditions that they are available to other schools.

J. Custodial Services

Custodial services shall be provided to adequately clean and service all shops and classrooms.

II. Scheduling

A. Each class period at a vocational center shall meet the required minimum minutes weekly as established under Approved Subjects section. Classroom minutes do not include any time to or from a vocational center.

B. No single-period class shall be offered at a vocational center without written approval annually from the Office of Vocational Education. Such approval shall be secured by July 1 of each year.

C. The schedule for vocational courses shall be planned cooperatively by the center director and principals and approved by the superintendents of the participating high schools by July 1 of each year.

D. Occupational training shall be offered for a three-hour multiperiod at the eleventh and twelfth grades or for a two-hour period at the tenth, eleventh, and twelfth grades. Exception: An administrative structure of three periods, two periods, and a single period (3-2-1) may be approved by the Chief Supervisor, Accreditation Section, when the single period is for prevocational education.

E. Only students regularly in membership in Grades 9-12 shall be counted to meet minimum membership requirements for the daytime in school program. (Exception: Health Occupations Education Program in which adults are in membership.)

III. Program of Studies

A vocational center may offer credits and courses in accordance with established procedure of the district's secondary schools.

A. A vocational education program shall include either 1 or 2:

1. Vocational specialization and skill development in a minimum of four occupational program areas, e.g., business and office education, trades and industries, distributive education, agriculture, home economics, health occupations, and shall offer a minimum of 12 units in grades 10-12.

2. Vocational specialization and skill development in a minimum of 10 trade and industrial programs plus two other vocational program areas. The vocational center of the school's program shall consist of at least the minimum offerings as required in A1 and A2 and shall be selected from the following occupational program areas:

   a. Agricultural Education—A minimum program in agricultural education shall include at least three levels of single-period courses or a two-year course in specialized agricultural occupations scheduled for multiple periods daily, five days weekly, 36 weeks annually.

   b. Distributive Education—A program consists of Distributive Education I for 11th graders as a prerequisite for Distributive Education II for 12th graders. Students shall receive one unit of credit for 250 minutes of instruction weekly and one unit of credit for approved on-the-job training in addition to credit for classroom instruction.

   Fashion Merchandising is a one-year specialty Distributive Education program offered to 12th grade students for a minimum of 500 minutes of instruction weekly for two units of credit. Students receive one unit of credit for approved on-the-job training in addition to credit for classroom instruction.

   c. Health Occupations Education—A school program may include exploration and skill development courses in the 11th and 12th grades, adult courses (previously called post-secondary), and adult supplementary/preparatory courses of specified content and duration. The 11th and 12th grade exploration and skill development courses are scheduled for multiperiods, five days a week for 36 weeks. The adult courses may be offered on a nine- or twelve-month basis for eight hours a day.

   d. Occupational Home Economics—A program shall include one and/or two level courses in one or more of the following areas: Child Care Services, Clothing Services, Food Services, Housing and Home Furnishing Services, and Institutional and Home Management Services.

e. Business and Office Education—A school program shall include a minimum of four different course offerings each year. Students in membership in business and office education courses shall be in membership in one of the six cluster/majors. Office procedures is a senior-level course required for each business and office education student in membership in and completing the stenographic, clerical, accounting, keypunch, and senior intensified clusters/majors. A minimum of four courses is required for each of the six clusters.

   1. Stenographic Cluster—Typing I, Shorthand I, Shorthand II, Office Procedures.

   2. Accounting Cluster—Typewriting I, Accounting I, Accounting II, Office Procedures; Business Principals and Management may be substituted for the Office Procedures course.

   3. Clerical Cluster—Typewriting I, Typewriting II, Office Procedures, Recordkeeping I or Accounting I.

   4. Senior Intensified Cluster—Offered to seniors only on a two- or three-hour block; prerequisite of one full year of Typewriting I. SIP will include: Typewriting II, Business Comunications, Office Machines, and Office Procedures.

   5. Keypunch Cluster—Typewriting I, Keypunch, Typewriting II, Office Procedures.

   6. Data Processing Cluster—Typewriting I, Data Processing II, and one elective from the Business and Office Education curriculum.

f. Trade and Industrial Education—School districts offering Trade and Industrial Education courses shall as a minimum provide a sequence of learning activities in each occupational area. These learning activities should demonstrate student competency in the performance of job-related skills required for employment.

3. Prevocational Education—Schools are required to provide prevocational education as an elective for students in Grades 9 and/or 10.

   Prevocational education shall consist of six exploratory areas. Instructional materials are available from the Office of Vocational Education from which a school district may select five areas, plus "The World of Work." Schools administered under a nine-week structure may offer four exploratory areas and include "The World of Work" in each unit.

4. Consumer and Homemaking Education—A program shall include a course of one year's duration in Basic Consumer and Homemaking and electives from the following: Advanced Consumer and Homemaking (one year) and one and/or two level semester courses in Child Development, Clothing and Tex-

tiles, Consumer Education, Education for Parenthood, Family Life Education, Foods and Nutrition, Housing and Home Furnishings, and Human Sexuality.

B. Vocational centers planning to adopt the quarter or semester system shall develop a written outline or guide for each course and secure approval of the Chief Supervisor, Accreditation Section, and the Chief Supervisor, Program Planning and Development Section, by July 1 of each year.

C. The director of an area vocational center may conduct an experimental program which necessitates the temporary waiving of certain standards if the program has prior approval of the Chief Supervisor, Accreditation Section, and the Chief Supervisor, Program Planning and Development Section.

IV. Approved Subjects

Area vocational center courses are approved as described in Appendix A.

V. Administrative Organization

A. Teaching Load and Minimum Class Enrollment

1. A vocational teacher shall not be permitted to teach more than six periods daily. Cooperative education teachers shall teach four class periods of 200 minutes daily and supervise students in work experience for a minimum of two periods of 100 minutes daily. A vocational teacher with more than four different preparations daily shall be considered overloaded, with the exception that a teacher with a daily student load not exceeding 75 students may have five different preparations. (Typing I and Typing II may be counted as one preparation.)

2. Not more than one subject on any grade level may be taught by a teacher during one class period. Two levels of a course may not be scheduled in the same vocational class. When limited membership or instructional objectives conflict with this standard, an exception may be permitted if approved by the Chief Supervisor of the Accreditation Section and the Chief Supervisor of Program Planning and Development Section. The maximum daily teaching load for all classes is 150 students. No vocational class shall exceed 30 students in membership except in the approved, self paced, individualized instructional program.

3. In addition to the policies of the State Board of Education, programs under the jurisdiction of other state accrediting, certifying, or licensing boards shall meet requirements established by these boards.

B. Records

1. Cumulative—An accurate record of the attendance and achievements of each student shall be kept and should be stored in locked, fireproof filing cabinets or vaults to provide security against possible destruction.

2. Financial—Records of all funds collected and disbursed in the operation of any part of the school program shall be kept in accurate and systematic form, properly safeguarded, and audited annually by a certified or licensed public accountant.

3. Report of Follow-up on Vocational Student Completions—Follow-up records shall be maintained for each vocational student who completed a required sequence of vocational studies and terminated from school or who left school prior to completion with a marketable job skill (secured a job related to his vocational training). Follow-up records are to be maintained on file for a five-year period.

C. The Physical Facility

1. Existing Facilities

   a. Buildings shall be adequate in size and arrangement to accommodate the program offered.

   b. Buildings shall be kept clean and comfortable.

   c. Each room shall be designed and equipped to serve specific purposes for which it is used.

   d. Adequate lighting, ventilation, and heating shall be provided in all areas.

2. New Facilities

   a. All new school facilities and sites shall meet minimum requirements listed in "South Carolina School Facilities Planning and Construction Guide" and "South Carolina Guide and Minimum Specifications for Construction of Relocatable Classroom Buildings." These publications are available from the State Department of Education.

   b. All operating school facilities shall comply with safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by the State Department of Health and Environmental Control.

   c. Plans for new vocational facilities and sites shall have prior approval of the Office of Vocational Education.

3. All Facilities—All vocational education laboratories and facilities shall meet the standards as prescribed by the Occupational Safety and Health Act and governed by the Department of Labor. (Citations and fines may be levied on local school districts by the Department of Labor where violations are identified.) Courtesy inspection and assistance are available from the South Carolina Department of Labor.

D. Accident Prevention

1. Safety and Welfare of Students

a. All teachers or superintendents in charge of the schools of the State which are supported in whole or in part by taxation shall conduct fire drills at least once each month. Any teacher or superintendent failing to observe the provision of this section shall be fined no less than ten dollars or more than twenty-five dollars for each offense. These fines shall be deducted from his salary and turned over to the county treasurer for ordinary county purposes.

b. Each school shall have a sufficient number of fire extinguishers. The extinguishers must be regularly inspected and clearly designated throughout the building. (Section 59-63-910, S.C. Code of Laws, 1976, as amended.)

c. A plan shall be designed to provide for the protection and welfare of students in the event of any disaster (tornado, hurricane, fire, etc.) which threatens to involve the school community. Each school shall conduct at least one emergency drill within the first month of the school to insure safety against such disasters.

d. Each school shall provide adequate first aid supplies and equipment.

2. Protective Eye Devices in Certain Courses

Teachers and students participating in courses as outlined in South Carolina Code Act No. 377 shall be supplied plano protective eye devices.

Act No. 377, An Act To Require The Public Schools Of The State To Supply Plano Protective Devices To Pupils And Teachers Participating In Certain Courses And To Require Pupils And Teachers Desiring Protective-Corrective Eye Devices To Secure Such Devices At Their Own Expense.

Section 1. Certain students and teachers to wear protective eye devices. Every pupil and teacher in any public school participating in any of the following courses:

a. Vocational or industrial art shops or laboratories involving use of or exposure to:

(1) Hot molten metals;
(2) Milling, sawing, turning, shaping, cutting, or stamping of any solid materials;
(3) Heat treatment, tempering, or kiln firing of any metal or other materials;
(4) Gas or electric arc welding;
(5) Repair or servicing of any vehicle;
(6) Caustic or explosive materials.

b. Chemicals or combined chemical-physical laboratories involving caustic or explosive chemicals or hot liquids or solids; is required to wear industrial quality eye protective devices at all times while participating in such courses or laboratories. The trustees of each school district shall purchase and cause such plano protective eye devices to be placed in such public schools for the eye protection of pupils, teachers and visitors to such classrooms or laboratories.

c. Any person desiring protective-corrective lenses instead of plano protective devices supplied by the school trustees shall at his own expense procure and equip himself with industrial quality eye protective devices secured from legally authorized dispensers.

The phrase "industrial quality eye protective devices," as used in this section, means devices meeting the standards of the American Standard Safety Code for Head, Eye, and Respiratory Protection, 22-1-1959, promulgated by the American Standards Association, Incorporated.

E. Class Period Schedules

Class period schedules shall meet standards as specified under "Approved Subjects" in the Grades 9-12 section.

F. Attendance

The same standards for attendance in Grades 9-12 apply to vocational centers.

G. Group Trips

No group trips shall be permitted for more than three consecutive school days.

H. Program of Staff Development

Each area vocational center shall have a well-organized staff development program for professional personnel in addition to regularly scheduled faculty meetings. The program should be continuous and go beyond the five days of staff development required as a part of the contract for employment. Staff members should be involved in the planning and evaluation of these activities which should focus on the problems, needs, purposes, and goals of the educational programs. These activities should be correlated with the district program of staff development.

I. Preregistration

Each vocational center shall develop a preregistration form in cooperation with participating high schools which outlines the vocational courses a student may take in Grades 10, 11, and 12.

J. Summer Schools

1. Schools planning to operate vocational centers during a summer school shall notify the Director of Vocational Education by May 1. Vocational courses and schedules must have prior approval from the Office of Vocational Education.

2. All requirements for summer school as specified under the Grades 9-12 section shall be met for vocational instruction.

K. Months of Employment

Extended employment of vocational personnel utilizing vocational funds shall be for instructional purposes for high school students and/or adults only. Extended employment contracts shall be the responsibility of the local school district. Written plans for extended employment shall be approved by May 1 of each year by the principal and/or center director. Documentation of time utilization by teachers with extended employment is to be provided to the principal and/or director.

L. Instructional Materials

Instructional and reading material shall be available in classrooms at the vocational center.

M. Appropriations for Instructional Needs

Local vocational education plans are to reflect allocations for instructional supplies as is appropriate. Budgets are to be developed for each vocational course to provide for necessary supplies, instructional materials, repairs, replacements, safety, and enhancement.

VI. Student Control

Boards of trustees shall establish written policies outlining procedures for handling discipline problems that arise in connection with area vocational centers. These policies shall include specific assignments of responsibilities to the director of vocational centers and principals of the feeder schools. Example: Discipline occurring on buses en route to and from vocational centers.

VII. Length of School Day

The school day for full-time vocational teachers shall be a minimum of seven hours.

VIII. Length of School Term

The same standards for length of school term in grades 9-12 apply to vocational centers.

IX. Minimum Class Periods

The daily schedule for an area vocational center shall provide a minimum of six periods of instruction.

Adult Education

The program of adult education is provided for adults who want a basic education to prepare for the Tests of General Educational Development, develop skills, or complete the requirements for the State high school diploma. Enrollment in adult education to prepare for the State high school diploma must be limited to adults who are residents in South Carolina.

Each district shall provide adult education in each of the two levels: Level I (Grades 1-8) and Level II (Grades 9-12). It is recommended that each program offer continuing education in vocational exploration at Level I, and vocational courses at Level II as indicated by an assessment of local needs.

Cooperation with other agencies and programs is necessary for providing the variety of needs to the adult population. The district, with the written approval of the Office of Adult Education, may contract for the operation of the adult program with another school district in South Carolina. Diploma programs must have written approval from the Accreditation Section, Office of School District Accreditation and Assessment.

I. Curriculum

A. Basic Education Program

The curriculum of a basic adult education program shall include organized and systematic instruction in the skills of reading, writing, speaking, listening, and arithmetic.

B. High School Diploma Program

1. A minimum of 18 units of credit are required for the State High School diploma to adults as follows:

Language Arts	4 units
U.S. History	1 unit
Economics (½), Government (½)	1 unit
Other Social Studies	1 unit
Mathematics	2 units
Natural Science	1 unit
Electives	8 units

2. Effective 1987 and thereafter, to qualify for a State high school diploma, a student must earn 20 units of credit as follows:

Language Arts	4 units
U.S. History	1 unit
Economics (½), Government (½)	1 unit
Other Social Studies	1 unit
Mathematics	3 units*
Natural Science	2 units**
Electives	8 units

3. The level of accomplishment required for the granting of credit shall be the same as required in the regular high school program. Class time may be waived only when objective evidence of subject matter attainment has been demonstrated by an acceptable performance on an approved, standardized subject-matter exam. Credit granted by objective evidence must be approved by the principal of the high school awarding the diploma. A copy of the test results with information as to date of examination, the name and form of the standardized test, name of examiner, and signature of principal's approval must be filed in the adult school records.

4. Membership shall be limited to individuals who are 18 years of age or over and have left the elementary or secondary school, except when the local school board assigns students less than 18 years of age who are not officially in membership in a regular school. These students may be assigned to one or more classes of an adult education program when (1) they exhibit an unusual educational need or (2) they exhibit physical, social, or economic problems which can be served more effectively by the adult education program.

5. No student shall be graduated from the adult education program prior to the time that he would have been graduated if he had remained in the regular high school. A semester shall be completed in residence (i.e., through actual attendance in the adult education program) as a prerequisite to being eligible for the State high school diploma. This semester in residence is a prerequisite for a State high school diploma and may not be waived.

6. A student may not earn more than eight units through each or a combination of the following: (1) credit earned by passing an approved standardized test, (2) for occupational training and experiences, and (3) through approved correspondence courses.

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*One unit in computer science, if approved by the State Department of Education for this purpose, may be counted toward the mathematics requirement.

**Students who earn one unit in science and six or more units in a specific occupational service area will meet the science requirements for a State high school diploma. Vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.

C. Provisions for Granting Credit

1. Course credit shall be accepted when official transcripts are received from schools which are accredited by the State or the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Western Association of Colleges and Schools, and Northwest Association of Colleges and Schools.

2. Credit for correspondence courses shall be accepted from the extension division of South Carolina colleges and universities and/or the United States Armed Forces Institute. Credit for courses completed through correspondence courses from other institutions may be accepted when the quality of the work completed is validated by standardized tests or approved by the State Department of Education, State Approving Section, and the Accreditation Section. Credit from institutions not accredited by a state board of education or the New England Association of Colleges and Schools, Middle States Association of Colleges and Schools, Southern Association of Colleges and Schools, North Central Association of Colleges and Schools, Western Association of Colleges and Schools, and Northwest Association of Colleges and Schools shall be validated by standardized tests or tentative assignment for students in classes for a probationary period.

3. Credit for vocational classes shall be granted by considering the following criteria: Classes meeting for 120 or more hours may carry one unit. Classes meeting for 240 hours may carry two units of credit. These hour requirements may be shortened by demonstrated proficiency of the adult student. Trade tests may be part of the evaluative process in granting credit.

4. Credit for occupational training and experience: In the determination of units to be allowed for vocational (technical) training and work experience, the local administrator may allow a maximum of six units of credit, if the student establishes that he has had formal training (through trade school, apprenticeship, special programs of courses, etc.) plus at least two years of successful experience verified by his employer in the occupation. The issuance of occupational work experience credits shall be allowed only when the individual has met the necessary academic requirements. The principal of the high school awarding the diploma must recommend that credit be granted for occupational training and experience. The adult student seeking credit for occupational training and experience shall complete a required form stating his qualifications. The completed form shall be forwarded to the Office of Adult Education and if approved shall become a part of the adult student's official school record. (Form: AE-Vo.1, "Evaluation of Occupational Training and Experience for Granting High School Credit in Adult Education" shall be provided by the Office of Adult Education.)

5. Credit earned in an adult education learning laboratory may be granted only by a teacher certified in the area in which credit is to be awarded or via a satisfactory score on an approved, standardized subject-matter examination.

D. Experimentation

Experimentation will be reported to the Office of Adult Education when waiving of certain standards is necessary for experimentation. Requests for prior approval shall be made to the Office of Adult Education and approved by the Accreditation Section.

E. Tests of General Educational Development

The State Tests of General Educational Development (GED) are administered by the South Carolina State Department of Education in accordance with regulations established by the State Board of Education. (The regulations and requirements under which the GED is administered are set forth in the "Grades 9-12" section of the **Defined Minimum Program for South Carolina School Districts**.)

II. Qualifications of Personnel

Each district shall provide properly certified administrative, teaching, and supervisory staff for the adult education program. Staff members may be either full time or part time according to the size of the program.

A. Director

1. Each adult education program shall have a director (full or part time).

2. Each director employed on or after July 1, 1976, shall be certified in one of the Acceptable Areas of Certification for an Adult Education Supervisor or hold an advanced degree in the field of adult education and a South Carolina teaching certificate.

3. Each director employed prior to July 1, 1976, shall meet at least one of the qualifications listed in Item 2 for full certification by no later than July 1, 1981. In meeting this qualification during the interim period, the director shall earn no fewer than six semester hours annually toward full certification.

B. Center or Program Supervisor or Coordinator

Each center or program supervisor or coordinator shall either:

1. Meet the qualifications for certification and dates of employment as set forth for program directors in Section A, or

2. Have a master's degree with certification in the field of guidance.

C. Basic Education Teacher

1. Shall hold at least a bachelor's degree or degree equivalent.

2. Each adult basic education teacher employed on or after July 1, 1976, shall be either

   a. certified as an elementary teacher, or

   b. hold at least a bachelor's degree or degree equivalent and have earned 18 hours in methods, strategies, materials, and/or psychology of teaching adults.

3. Each basic adult education teacher employed prior to July 1, 1976, shall meet at least one of the qualifications listed in Item 2 for full certification by no later than July 1, 1981. In meeting this qualification during the interim period, the basic adult education teacher shall earn no fewer than six semester hours annually toward full certification.

D. Adult High School Subject Area Teacher

Each adult high school subject area teacher shall be certified to teach the subjects assigned.

E. Adult Learning Lab Instructor

An adult learning lab instructor shall hold a bachelor's degree or degree equivalent and either

1. Be certified as an elementary or secondary teacher, or

2. Have earned at least 18 hours in methods, strategies, materials, and/or psychology of teaching adults.

F. Teacher Aides

Aides helping with classroom instruction or programs shall meet the following requirements:

1. Work under direct supervision of a teacher.

2. Have at least a high school diploma or State equivalency certificate.

3. Participate in preservice or inservice training programs.

4. Be at least 18 years of age.

G. Permits

Any staff member who is assigned duties in areas for which he is not properly certified must hold a valid teaching credential and have completed 12 semester hours of credit in the area assigned and obtain a permit from the Office of Teacher Education and Certification. The staff member must earn six semester hours toward proper certification each year for renewal of the permit.

III. Library

Students in membership in the high school completion program shall have access to school library facilities or have library materials available within the classroom.

IV. District Needs Assessment

The annual needs assessment shall include a thorough status study and evaluation of the district's adult education programs. This needs assessment must be submitted on or before October 15 to the Director of the Office of Adult Education.

V. Adult Education Facilities

A. Buildings shall be adequate in size and arrangement.

B. Buildings shall be kept clean and comfortable.

C. Each room shall be designed and equipped to serve specific purposes. Adequate lighting, ventilation, and heating shall be provided in all utilized areas.

D. All operating adult school facilities shall comply with safety regulations prescribed by the State Fire Marshal and with sanitation and health regulations prescribed by State Department of Health and Environmental Control.

VI. Health Certificates

All personnel shall be screened for tuberculosis as required by Section 44-29-150 and Section 44-29-160 of the Code of Laws of South Carolina, 1976, as amended April 24, 1979. Guidelines for screening of school employees for tuberculosis are available in each county health department.

VII. Inservice Education

Each adult education director shall develop and implement an organized inservice education program for professional personnel. Staff members shall be involved in planning and evaluating these activities which should focus on the problems, needs, purposes, and goals of the adult education program. A copy of the inservice education plan shall be made available to the adult education supervisor upon request.

VIII. Length of School Term

Each approved adult education high school diploma program shall meet a minimum of 30 weeks and include a minimum of 60 hours of instruction for each unit of credit.

IX. Attendance

A student must attend a class a minimum of 50 hours to receive consideration for credit. Any work missed in the high school completion program must be made up. This requirement does not apply to instances in which credit has been validated by means of an approved standardized test.

X. Supervision of Instruction

Supervision of improvement of the adult education instructional program is the direct responsibility of the adult education director.

XI. Maintenance of Records

An accurate record of the attendance and achievement of each student shall be kept and should be stored in locked, fireproof filing cabinets or vaults to provide security against possible destruction.

XII. Teaching Load

The maximum student membership in an adult education class shall be 30 students per teacher.

XIII. Approved Programs and Granting of Credit

No credit toward a State high school diploma will be granted to any adult education student unless the program has been approved in writing by the Office of Adult Education and the Accreditation Section. In instances where programs do not meet the minimum length of time, no credit shall be granted to any student in the high school completion program, unless verified by an approved standardized test.

XIV. Appropriations for Instructional Needs

Local adult education budgets are to reflect allocations for instructional materials as is appropriate.

Appendix A

LIST OF APPROVED SUBJECTS

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Language Arts						
English	1,2,3,4	9-12	5	250	18-36	½-1
Business English	1	12	5	250	18-36	½-1
Advanced Composition English V	1	12	5	250	18-36	½-1
Journalism	1	10-12	5	250	18-36	½-1
Speech	1	11,12	5	250	18-36	½-1
Developmental Reading	1	9-12	5	250	18-36	½-1
Remedial Reading	1,2	9,10	5	250	18-36	½-1
Remedial English	1,2,3,4	9-12	5	250	18-36	½-1
Advanced Placement English	1	11-12	5	250	36	1
Mathematics						
Algebra	1,2	9-12	5	250	18-36	½-1
Algebra and Trigonometry	3	12	5	250	18-36	½-1
Advanced Placement Mathematics	1	11-12	5	250	36	1
Calculus	1	11-12	5	250	18-36	½-1
Geometry	1	10-12	5	250	18-36	½-1
General Mathematics	1,2	9-12	5	250	18-36	½-1
*Pre-Algebra	1	9	5	250	18-36	½-1
Pre-Calculus	1	11-12	5	250	18-36	½-1
Business Mathematics	1	10-12	5	250	18-36	½-1
Remedial Mathematics	1,2	9-10	5	250	18-36	½-1
Introduction to Computers	1	9-12	5	250	18-36	½-1
Computer Mathematics	1	9-12	5	250	18-36	½-1
Advanced Placement Computer Science	1	11-12	5	250	36	1
Social Studies						
Civics	1	9-12	5	250	18-36	½-1
Economics	1	10-12	5	250	18-36	½-1
Psychology	1	11,12	5	250	18-36	½-1
United States History and Constitution	1	11	5	250	18-36	½-1
World Geography	1	9,10	5	250	18-36	½-1
World History	1	10,11	5	250	18-36	½-1

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*Pre-Algebra may be a course in general mathematics curriculum.

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Social Studies (Cont'd)						
American Government	1	10-12	5	250	18-36	½-1
Comparative Government	1	10-12	5	250	18-36	½-1
Political Science	1	10-12	5	250	18-36	½-1
Western Civilization	1	12	5	250	18-36	½-1
Sociology	1	10-12	5	250	18-36	½-1
Environmental Studies	1	9-12	5	250	18-36	½-1
Advanced Placement European History	1	9-12	5	250	36	1
Advanced Placement American History	1	11-12	5	250	36	1
Natural Sciences						
Biology	1,2	9-12	5	250	18-36	½-1
Advanced Placement Biology	1	11-12	5	250	36	1
Chemistry	1,2	10-12	5	250	18-36	½-1
Advanced Placement Chemistry	1	11-12	5	250	36	1
General Science	1	9	5	250	18-36	½-1
Physical Science	1	9	5	250	18-36	½-1
Physics	1	11,12	5	250	18-36	½-1
Advanced Placement Physics	1	11-12	5	250	36	1
Environmental Studies	1	9-12	5	250	18-36	½-1
Health-Physical Education						
Family and Community Health	1	11,12	5	250	18-36	½-1
Personal Health and Safety	1	9,10	5	250	18-36	½-1
Human Growth and Development	1	9-12	5	250	18-36	½-1
Physical Education	1,2,3,4	9-12	5	250	18-36	½-1
Adaptive Physical Education	1	9-12	5	250	18-36	½-1
Foreign Language						
French	1,2,3,4	9-12	5	250	18-36	½-1
Advanced Placement French	1	11-12	5	250	36	1
German	1,2,3,4	9-12	5	250	18-36	½-1
Advanced Placement German	1	11-12	5	250	36	1
Spanish	1,2,3,4	9-12	5	250	18-36	½-1

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Foreign Language (Cont'd)						
Advanced Placement Spanish	1	11-12	5	250	36	1
Latin	1,2,3,4	9-12	5	250	18-36	½-1
Advanced Placement Latin	1	11-12	5	250	36	1
Russian	1,2,3,4	9-12	5	250	18-36	½-1
Fine Arts						
Art	1,2,3,4	9-12	5	250	18-36	½-1
Art Appreciation	1,2,3,4	9-12	5	250	18-36	½-1
Advanced Placement Art History	1	11-12	5	250	36	1
Advanced Placement Art Studies	1	11-12	5	250	36	1
Band	1,2,3,4	9-12	5	250	18-36	½-1
Band Rehearsal	1,2,3,4	9-12	5	250	18-36	½-1
Chorus	1,2,3,4	9-12	5	250	18-36	½-1
Chorus Rehearsal	1,2,3,4	9-12	5	250	18-36	½-1
Drama	1,2,3,4	9-12	5	250	18-36	½-1
Music Appreciation	1,2,3,4	9-12	5	250	18-36	½-1
Orchestra	1,2,3,4	9-12	5	250	18-36	½-1
Orchestra Rehearsal	1,2,3,4	9-12	5	250	18-36	½-1
String Music	1,2,3,4	9-12	5	250	18-36	½-1
Driver Training						
Driver Education	1	9-12	5	250	18	½
Junior ROTC						
Junior ROTC	1,2,3,4	9-12	5	250	18-36	½-1
VOCATIONAL EDUCATION						
Agricultural Education*						
Agricultural Science	1	9	5-10	250-500	36	1-2
Agricultural Production	1	10	5-10	250-500	36	1-2
Agricultural Production Business Mgmt. I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Agricultural Chemicals I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3

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*Certificate awarded upon successful completion.

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Agricultural Education* (Cont'd)						
Agricultural Mechanics I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Agricultural Products I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Agricultural Sales and Services I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Environmental and Natural Resources Occupations I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Floriculture I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Forestry I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Livestock Mgmt. I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Ornamental Horticulture I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Pulpwood Harvesting I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Turf and Lawn Management I, II	1,2	11,12	5-10-15	250-500 750	36	1-2-3
Business and Office Occupations						
Accounting I, II	1,2	11,12	5	250	36	1
Business Exploration	1	12	5	250	18	½
Introduction to Business	1	9,10	5	250	18-36	½-1
Office Procedures	1	11,12	5	250	18-36	½-1
Record Keeping I, II	1,2	10-12	5	250	36	1
Business Law	1	12	5	250	18-36	½-1
Shorthand I, II	1,2	11,12	5	250	36	1
Typing I, II	1,2	10-12	5	250	36	1
Typing II-Shorthand II (fused)	1	12	5	250	36	1
Business Math	1	10-12	5	250	36	1

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*Certificate awarded upon successful completion.

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Business and Office Occupations (Cont'd)						
Typing II-Office Procedures I	1	12	5	250	36	1
Business English	1	12	5	250	36	1
Office Machines	1	11,12	5	250	18-36	½-1
Bus. Communications	1	12	5	250	18	½
Senior Intensified Office Occupation Studies	1	12	10-15	500-750	36	2-3
Office Production Lab	1	12	5	250	36	1
Business Principles and Management	1	11,12	5	250	18-36	½-1
Word Processing	1	12	5	250	36	1
Data Processing I, II	1,2	11,12	5	250	18-36	½-1
Keypunch	1	11,12	5	250	18-36	½-1
Keyboarding I	1	10-12	5	250	18	½
Business Computer Application	1	10-12	5	250	36	1
Intro. to Computers in Business Education	1	10-12	5	250	18	½
Personal Typing	1	11,12	5	250	18-36	½-1
Personal Shorthand	1	11,12	5	250	18	½
Distributive Education*						
Distributive Education I	1	11	5-10	250-500	36	1-2
Distributive Education II	1	12	5-10	250-500	36	1-2
Fashion Merchandising	1	12	10	500	36	2
Health Occupations Dental						
Dental Assisting (P.S.)	1	P.S.	40	2400	52	•
Nursing						
Practical Nursing (P.S.-12 mos.)	1	P.S.	30-40	18-2400	52	•
Practical Nursing (Phase I-Sec.)	1	12	15	750	36	3
Practical Nursing (Phase II-P.S.)	1	P.S.	40	2400	37	•
Nursing Assistant (Aide) (Sec.)	1,2	11,12	5-10	250-500	36	1-2-(3)
Inhalation Therapy (Technician P.S.)	1	P.S.	40	2400	52	•

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*Certificate awarded upon successful completion.

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Nursing (Cont'd)						
Surgical Technician (Operating Room Tech.) (P.S.)	1	P.S.	40	2400	36	*
Health Occupations						
Health Occupations I (Sec.)	1,2	11,12	5-10	250-500	36	1-2-(3)
Health Occupations II (Sec.)	1,2	11,12	5-10	250-500	36	1-2-(3)
Prevocational Education						
Prevocational Ed. I, II	1,2	9,10	5	250	36	1
Home Economics Education						
Consumer and Homemaking Education						
Basic Consumer and Homemaking	1	9,10	5	250	36	1
Advanced Consumer and Homemaking	1	10,11	5	250	36	1
Child Development I	1,2	10-12	5	250	18	½
Child Development II	1,2	10-12	5	250	18	½
Clothing and Textiles I	1,2	10-12	5	250	18	½
Clothing and Textiles II	1,2	10-12	5	250	18	½
Consumer Education I	1,2	10-12	5	250	18	½
Consumer Education II	1,2	10-12	5	250	18	½
Family Life Ed. I	1,2	10-12	5	250	18	½
Family Life Ed. II	1,2	10-12	5	250	18	½
Foods and Nutrition I	1,2	10-12	5	250	18	½
Foods and Nutrition II	1,2	10-12	5	250	18	½
Housing and Home Furnishings I	1,2	10-12	5	250	18	½
Housing and Home Furnishings II	1,2	10-12	5	250	18	½
Human Sexuality I	1,2	10-12	5	250	18	½
Human Sexuality II	1,2	10-12	5	250	18	½
Parenthood Education I	1,2	10-12	5	250	18	½
Parenthood Education II	1,2	10-12	5	250	18	½
Occupational Home Economics Education*						
Child Care Services I	1,2	11,12	5-10	250-500	36	1-2
Child Care Services II	1,2	11,12	5-10	250-500	36	1-2
Clothing Services I	1,2	11,12	5-10	250-500	36	1-2

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*Certificate awarded upon successful completion.

Subjects	No. of Course	Suggested Grade Level	Periods Weekly	Minimum Minutes Weekly	No. of Weeks	Unit Value Yearly
Occupational Home Economics Education* (Cont'd)						
Clothing Services II	1,2	11,12	5-10	250-500	36	1-2
Food Services I	1,2	11,12	5-10	250-500	36	1-2
Food Services II	1,2	11,12	5-10	250-500	36	1-2
Housing and Home Furnishings Services I	1,2	11,12	5-10	250-500	36	1-2
Housing and Home Furnishings Services II	1,2	11,12	5-10	250-500	36	1-2
Institutional and Home Management Services I	1,2	11,12	5-10	250-500	36	1-2
Institutional and Home Management Services II	1,2	11,12	5-10	250-500	36	1-2

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*Certificate awarded upon successful completion.

Industrial Technologies						
Industrial Technologies Lab I	1	9,10	5	250	36	1
Industrial Technologies Lab II	1	10	5	250	36	1
Mechanical Drawing I	1	11,12	5	250	36	1
Mechanical Drawing II	1	12	5	250	36	1

With the exception of Cooperative Courses, all Trades and Industrial courses fit one of these patterns:

	1,2	11,12	15	750	36	3
	1,2,3	10-12	10	500	36	2

Trades and Industries*

Air Conditioning, Refrigeration, and Heating I, II, III
Appliance Repair I, II, III
Automotive Mechanics, I, II, III
Automotive Services I
Auto Body Repair I, II, III
Barbering I, II, III
Cosmetology I, II, III
Drafting I, II, III
Electricity I, II, III
Electronics I, II, III

Trades and Industries* (Cont'd)

Building Construction I, II, III
Business Machine Maintenance I, II, III
Cabinet Making I, II, III
Comercial Art I, II, III
Commercial Photography I, II, III
Graphic Communications, I, II, III
Industrial Sewing, I, II
Machine Shop I, II, III
Masonry I, II, III
Metalworking and Fabrication I, II
Painting and Decorating I, II, III
Plumbing and Pipefitting I, II, III
Radio and Television Repair, I, II, III
Sheet Metal I, II, III
Small Engine Repair I, II, III
Tailoring I, II, III
Textiles I, II, III
Tilesetting I, II
Shoe Repair I, II
Welding I, II, III

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* Eleventh and twelfth grade students enrolled in cooperative programs in Agricultural Education, Distributive Education, Occupational Home Economics, and Trade and Industrial Education shall receive one unit of credit for approved on-the-job training in addition to two credits for two hours of class; however, no more than three units shall be acquired yearly. In office occupations, only seniors may participate in the cooperative method and earn one unit in on-the-job training.

Appendix B

ACCEPTABLE AREAS OF CERTIFICATION

CERTIFICATION CODES

Elementary	01
Middle School Language Arts	1A
Middle School Mathematics	1B
Middle School Science	1C
Middle School Social Studies	1D
Special Education (EMH)	2A
Special Education (Visually Hd.)	2B
Special Education (TMH)	2C
Special Education (Hearing Hand.)	2D
Special Education (Emotionally Handicapped)	2E
Special Education (Orthop. Hand.)	2F
Special Education (Learning Disab.)	2G
Speech Correctionist	03
English	04
French	05
Latin	06
Spanish	07
German	08
Russian	09
Mathematics	10
Science	12
General Science	13
Biology	14
Chemistry	15
Physics	16
Earth Science	17
Social Studies	20
History	21
Economics	23
Geography	24
Government	25
Psychology	26
Sociology	27
Agriculture	30
Agriculture Mechanics	31
Distributive Education	32
Diversified Occupations	33
Animal Science	34
Home Economics	35
Industrial Arts	36
Environmental Science	37
Forestry	38

Horticulture 39
Shorthand 41
Office Occupations 40
Typing 42
Accounting 43
Accounting and Related Business 44
Secretarial Science 45
Data Processing 46
Advanced Fine Arts 49
Art 50
Music Ed. Choral 51
Music Ed. Piano 52
Music Ed. Voice 53
Music Ed. Instrument 54
Music Ed. Violin 56
Speech and Drama 57
Media Supervisor 59
Media Specialist 60
Teacher Librarian 61
Media Communication Specialist 62
Driver Training 63
Health 64
Health and Physical Education 65
Health and PE Parttime 66
Physical Education 67
School Psychologist I 69
Superintendent 70
Elementary Principal 71
Secondary Principal 72
Elementary Supervisor 73
Secondary Supervisor 74
Attendance Supervisor 75
Vocational Center Director 76
School Psychologist III 78
Reading Teacher 80
Reading Consultant 81
Reading Corrd. or Director 82
Reading Clinician 83
School Psychologist II 84
Early Childhood Education 85
Elementary Guidance Counselor 86
Educational Evaluator 87
Assoc. Guid. (Sec.) 88
Guidance (Sec.) 89
Advanced Guidance (Sec.) 90
School Social Worker III 91
School Social Worker II 92
School Social Worker I 93
Agricultural Mechanics AA
Health Occupations AC

Mechanical Drawing	AF
Air Cond. and Refrig.	AG
Appliance Repair	AH
Auto Body and Fender	AJ
Auto Mechanics	AK
Brick Masonry	AL
Building Construction (Carp.)	AM
Business Machine Repair	AN
Cabinet Making	AP
Commercial Cooking	AQ
Commercial Photography	AR
Cosmetology	AT
Drafting	AU
Electricity	AV
Electronics	AW
Graphic Communications	AX
Industrial Sewing	AY
Machine Shop	BA
Painting and Decorating	BB
Plumbing	BC
Radio and TV Repair	BD
Sheet Metal	BE
Small Engine Repair	BF
Tailoring	BG
Textiles	BH
Tilesetting	BJ
Welding	BK
Cooperative Training	BL
Prevocational	BM
Commercial Art	BN
Barbering	BP
Shoe Repair	BQ
Diesel Mechanics	CA
Industrial Maintenance Mechanics	CB
Marine Engine Repair	CC
Heavy Equipment Operator	CD
Heavy Equipment Mechanic	CE
Dental Laboratory Technician	CF
Data Processing	CG

CENTRAL STAFF

Administration	Areas of Acceptable Certification	
District Superintendent	70	Superintendent (Class I)
County Superintendent	70	Superintendent (Class I)
Area Superintendent	70	Superintendent (Class I)
Assistant Superintendent (Associate, Deputy)	70	Superintendent (Class I)
	71	Principal (Elementary)
	72	Principal (High)
	73	Supervisor (Elementary)
	74	Supervisor (High)
Director of Instruction	70	Superintendent (Class I)
	71	Principal (Elementary)
	72	Principal (High)
	73	Supervisor (Elementary)
	74	Supervisor (High)
Supervisor, Elementary Education	70	Superintendent (Class I)
	71	Principal (Elementary)
	73	Supervisor (Elementary)
Director, Early Childhood Education	85	Early Childhood Education and at least one of the following:
	70	Superintendent (Class I)
	71	Principal (Elementary)
	73	Supervisor (Elementary)
Supervisor, Secondary Education	70	Superintendent (Class I)
	72	Principal (High)
	74	Supervisor (High)
Supervisor, Adult Education	70	Superintendent (Class I)
	71	Principal (Elementary)
	72	Principal (High)
	73	Supervisor (Elementary)
	74	Supervisor (High)
Director, Vocational Education	76	Vocational Education Center

Director, Special Services	70	Superintendent (Class I)
	71	Principal (Elementary)
	72	Principal (High)
	73	Supervisor (Elementary)
	74	Supervisor (High)
	78	School Psychologist III
	84	School Psychologist II
	90	Advanced Guidance (Secondary)
Consultant, Coordinator		**Areas of Acceptable Certification**
Agriculture	30	Agriculture
Art	50	Art
Business Education	40	Office Occupations
	41	Shorthand
	42	Typing
	43	Accounting
	44	Accounting and Rel. Business
	56	Secretarial Science
Distributive Education	32	Distributive Education
English	04	English
Reading	80	Reading Teacher
	81	Reading Consultant
	82	Reading Coordinator or Director
	83	Reading Clinician
Foreign Language	05	French
	06	Latin
	07	Spanish
	08	German
	09	Russian
Health Occupations	AC	Health Occupations
Health, Safety, Physical Education	64	Health
	65	Health and Physical Education
	67	Physical Education
Home Economics	35	Home Economics
Industrial Arts	36	Industrial Arts
Mathematics	10	Mathematics

Music	51	Music Education—Choral
	52	Music Education—Piano
	53	Music Education—Voice
	54	Music Education—Instrumental
	55	Music Education—Violin
Science	12	Science
	13	General Science
	14	Biology
	15	Chemistry
	16	Physics
	17	Earth Science
Office Occupations	40	Office Occupations
	41	Shorthand
	42	Typing
	43	Accounting
	44	Accounting and Rel. Business
	45	Secretarial Science
Social Studies	20	Social Studies
Special Education	02	Special Education
	2A	Special Education (EMH)
	2B	Special Education (Visually Handicapped)
	2C	Special Education (TMH)
	2D	Special Education (Hearing Handicapped)
	2E	Special Education (Emotionally Disturbed)
	2F	Special Education (Orthopedically Handicapped)
	2G	Special Education (Learning Disabilities)
	03	Speech Correctionist
Driver Education	63	Driver Training
Media Services	59	Media Supervisor
	60	Media Specialist (Library Science)
Guidance	86	Guidance Counselor (Elementary)
	89	Guidance (Secondary)
	90	Advanced Guidance (Secondary)
Early Childhood	85	Early Childhood
Elementary	01	Elementary

GRADES K-6

Standard Title	Areas of Acceptable Certification
Kindergarten	85 Early Childhood
Grades 1-4 Self-Contained	01 Elementary 85 Early Childhood
Grades 1-4 Departmentalized	01 Elementary 85 Early Childhood
Grades 5-6 Self-Contained	01 Elementary
Grades 5-6 Departmentalized:	
Mathematics	01 Elementary; 10 Mathematics; 1B Middle School Mathematics
Remedial Mathematics	01 Elementary; 10 Mathematics; 1B Middle School Mathematics
Language Arts	01 Elementary; 04 English; 80 Reading Teacher; 81 Reading Consultant; 82 Reading Coordinator or Director; 83 Reading Clinician; 1A Middle School Language Arts
Reading	01 Elementary; 80 Reading Teacher; 81 Reading Consultant; 82 Reading Coordinator or Director; 83 Reading Clinician; 1A Middle School Language Arts
Remedial Reading	01 Elementary; 80 Reading Teacher; 81 Reading Consultant; 82 Reading Coordinator or Director; 83 Reading Clinician; 1A Middle School Language Arts
General Science	01 Elementary; 12 Science; 13 General Science; 14 Biology; 15 Chemistry; 16 Physics; 17 Earth Science; 1C Middle School Science
Social Studies	01 Elementary; 20 Social Studies; 21 History; 24 Geography; 25 Government; 1D Middle School Social Studies
Geography	01 Elementary; 20 Social Studies; 24 Geography; 1D Middle School Social Studies

History	01	Elementary; 20 Social Studies; 21 History; 1D Middle School Social Studies
Health	01	Elementary; 12 Science; 13 General Science; 14 Biology; 64 Health; 65 Health and Physical Education; 66 Health and Physical Education—Part Time; 1C Middle School Science; 67 Physical Education
Special Area Teacher, K-6		
Art	50	Art
Music	51	Music Education—Choral; 52 Music Education—Piano; 53 Music Education—Voice; 54 Music Education—Instrument; 56 Music Education—Violin
Physical Education	65	Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education
Special Area Teacher, 5-6		
Industrial Arts	36	Industrial Arts
Practical Arts-Crafts	36	Industrial Arts; 50 Art
Introduction to Consumer and Homemaking Education	35	Home Economics
Personal Typing	40	Office Occupations; 42 Typing; 44 Accounting and Related Business; 45 Secretarial Science
Introduction to Career	30	Agriculture; 32 Distributive Education; 33 Diversified Occupations; 35 Home Economics; 36 Industrial Arts; BM Prevocational; 86 Guidance Counselor (Elem.); 88 Associate Guidance (Elem.); 89 Guidance (Sec.); 90 Advanced Guidance (Sec.)

Experimental Programs—Prior written approval of the Chief Supervisor of School District Accreditation Section must be obtained before beginning experimental programs.

GRADES 7-8

Language Arts

Language Arts	01	Elementary; 04 English; 1A Middle School Language Arts
English	01	Elementary; 04 English; 1A Middle School Language Arts
Remedial Reading	01	Elementary; 04 English; 80 Reading Teacher; 81 Reading Consultant; 82 Reading Coordinator or Director; 83 Reading Clinician; 1A Middle School Language Arts
Developmental Reading	01	Elementary; 04 English; 80 Reading Teacher; 81 Reading Consultant or Director; 83 Reading Clinician; 1A Middle School Language Arts
English I, Grade 8 (High School Credit)	04	English

Mathematics

Mathematics	01	Elementary; 10 Mathematics; 1B Middle School Mathematics
Remedial Mathematics	01	Elementary; 10 Mathematics; 1B Middle School Mathematics
Algebra I, Grade 8 (High School Credit)	10	Mathematic

Social Studies

Social Studies	01	Elementary; 20 Social Studies; 21 History; 24 Geography; 25 Government; 1D Middle School Social Studies
Old World	01	Elementary; 20 Social Studies; 21 History; 1D Middle School Social Studies
History, S.C. and American	01	Elementary; 20 Social Studies; 21 History; 1D Middle School Social Studies
Geography	01	Elementary; 20 Social Studies; 24 Geography; 1D Middle School Social Studies

Personal Living	01	Elementary; 20 Social Studies; 27 Sociology; 35 Home Economics; 1D Middle School Social Studies
Science		
General Science (7-8)	01	Elementary; 12 Science; 13 General Science; 14 Biology; 15 Chemistry; 16 Physics; 17 Earth Science; 1C Middle School Science
Life Science	01	Elementary; 12 Science; 13 General Science; 14 Biology; 17 Earth Science; 1C Middle School Science
Earth Science	01	Elementary; 12 Science; 13 General Science; 17 Earth Science; 1C Middle School Science
Physical Science, Grade 8 (High School Credit)	12	Science; 13 General Science; 15 Chemistry; 16 Physics
Health, Physical Education		
Health	01	Elementary; 12 Science; 13 General Science; 14 Biology; 64 Health; 65 Health and Physical Education; 66 Health and Physical Education—Part Time; 1C Middle School Science; 67 Physical Education
Physical Education (Boys and Girls)	65	Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education
Fine Arts		
Music	51	Music Education—Choral; 52 Music Education—Piano; 53 Music Education—Voice; 54 Music Education—Instrument; 56 Music Education—Violin
Chorus	51	Music Education—Choral; 52 Music Education—Piano; 53 Music Education—Voice; 54 Music Education—Instrumental
Orchestra	54	Music Education—Instrumental; 56 Music Education—Violin

Band	54	Music Education—Instrumental
Art	50	Art
Music Application	51	Music Education—Choral; 52 Music Education—Piano; 53 Music Education—Voice; 54 Music Education—Instrumental; 56 Music Education—Violin
Exploratory Programs		
Industrial Arts	36	Industrial Arts
Practical Arts-Crafts	36	Industrial Arts; 50 Art
Introduction to Consumer Homemaking Education	35	Home Economics
Personal Typing	40	Office Occupations; 42 Typing; 44 Accounting and Related Business; 45 Secretarial Science
Introduction to Agriculture	30	Agriculture
Introduction to Career	30	Agriculture; 32 Distributive Education; 33 Diversified Occupations; 35 Home Economics; 36 Industrial Arts; 86 Guidance Counselor (Elem.); 88 Associate Guidance (Sec.); 89 Guidance (Sec.); 90 Advanced Guidance (Sec.)

Experimental Programs—Prior written approval of the Chief Supervisor of School District Accreditation Section must be obtained before beginning experimental programs.

GRADES 9-12

Language Arts

English I, II, III, IV	04	English
Remedial English I, II, III, IV	04	English
Adv. Composition—English IV	04	English
Adv. Placement English	04	English
Business English	04	English; 40 Office Occupations; 45 Secretarial Science
Speech	04	English; 57 Speech and Drama
Journalism	04	English
Developmental Reading	01	Elementary; *04 English; 80 Reading Teacher; 81 Reading Consultant; 82 Reading Coordinator or Director; 83 Reading Clinician; 1A Middle School Language Arts
Remedial Reading	01	Elementary; *04 English; 80 Reading Teacher; 81 Reading Consultant; 82 Reading Coordinator or Director; 83 Reading Clinician; 1A Middle School Language Arts

Mathematics

Mathematics, General I, II	10	Mathematics
Remedial Mathematics, I, II	10	Mathematics
Pre-Algebra	10	Mathematics
Algebra I, II	10	Mathematics
Algebra III and Trigonometry	10	Mathematics
Geometry	10	Mathematics
Adv. Placement Mathematics	10	Mathematics

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*Providing that the teacher has earned a minimum of three hours in the teaching of reading.

Pre Calculus	10	Mathematics
Calculus	10	Mathematics
Business Math	10	Mathematics; 40 Office Occupations; 43 Accounting; 44 Accounting and Related Economics
**Introduction to Computers	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Economics; 45 Secretarial Science; 46 Data Processing
**Computer Mathematics	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Economics; 45 Secretarial Science; 46 Data Processing
**Adv. Placement Computer Science	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Economics; 45 Secretarial Science; 46 Data Processing

Social Studies

History, World	20	Social Studies; 21 History
History, U.S. Constitution	20	Social Studies; 21 History
Geography, World	20	Social Studies; 24 Geography
Citizenship (Civics)	20	Social Studies; 21 History; 25 Government
American Government	20	Social Studies; 25 Government
Adv. Placement American History	20	Social Studies; 21 History
Economics	20	Social Studies; 23 Economics; 40 Commerce; 44 Accounting and Rel. Economics
Psychology	20	Social Studies; 26 Psychology
Western Civilization	20	Social Studies; 21 History
Adv. Placement European Hist.	20	Social Studies; 21 History
Comparative Government	20	Social Studies; 21 History; 25 Government

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Teachers assigned to these courses must hold a valid S.C. teaching certificate and demonstrate competency in **BASIC programming.

Political Science	20	Social Studies; 21 History; 25 Government
Sociology	20	Social Studies; 27 Sociology
Science		
Science, General	12	Science; 13 General Science; 14 Biology; 15 Chemistry; 16 Physics; 17 Earth Science
Physical Science	12	Science; 13 General Science; 15 Chemistry; 16 Physics
Biology I, II	12	Science; 14 Biology
Adv. Placement Biology	12	Science; 14 Biology
Chemistry I, II	12	Science; 15 Chemistry
Adv. Placement Chemistry	12	Science; 15 Chemistry
Physics	12	Science; 16 Physics
Adv. Placement Physics	12	Science; 16 Physics
Health, Physical Education		
Personal Health and Safety	12	Science; 13 General Science; 64 Health; 65 Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education
Human Growth and Development	64	Health; 65 Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education
Community and Family Health	12	Science; 13 General Science; 64 Health; 65 Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education
Physical Education (Boys and Girls)	65	Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education
Adaptive Physical Education	65	Health and Physical Education; 66 Health and Physical Education—Part Time; 67 Physical Education

Fine Arts

Art I, II, III	50	Art
Art Appreciation	50	Art
Adv. Placement Art History	50	Art
Adv. Placement Art Studies	50	Art
Chorus/Glee Club	51	Music Education—Choral; 53 Music Education—Voice; 54 Music Education—Instrumental
Chorus Rehearsal	51	Music Education—Choral; 53 Music Education—Voice; 54 Music Education—Instrumental
Music Appreciation	51	Music Education—Choral; 52 Music Education—Piano; 53 Music Education—Voice; 54 Music Education—Instrumental; 56 Music Education—Violin
Band	54	Music Education—Instrumental
Band Rehearsal	54	Music Education—Instrumental
Orchestra	54	Music Education—Instrumental
String Music	54	Music Education—Instrumental
Drama	04	English; 57 Speech and Drama

Foreign Languages

French I, II, III, IV	05	French
Adv. Placement French	05	French
Latin I, II, III, IV	06	Latin
Adv. Placement Latin	06	Latin
Spanish I, II, III, IV	07	Spanish
Adv. Placement Spanish	07	Spanish
German I, II, III, IV	08	German

Adv. Placement German	08	German
Russian I, II, III, IV	09	Russian
Driver Education		
Driver Training	63	Driver Training
Business Education		
General Business	23	Economics; 40 Commerce; 44 Accounting and Related Economics; 45 Secretarial Science
Typing I, II	40	Commerce; 42 Typing; 45 Secretarial Science
Shorthand I	40	Commerce; 42 Typing; 45 Secretarial Science
Bookkeeping I	40	Commerce; 43 Accounting; 44 Accounting and Rel. Economics
Shorthand, Personal	40	Commerce; 41 Shorthand; 45 Secretarial Science
Typing, Personal	40	Commerce; 42 Typing; 44 Accounting and Rel. Economics; 45 Secretarial Science
Introductory Agriculture		
Agriculture Science	30	Agriculture
Agricultural Production	30	Agriculture
Agricultural Occupations		
Agriculture Production Business Management I, II	30	Agriculture
Agriculture, Chemicals, I, II	30	Agriculture
Agricultural Mechanics I, II	30	Agriculture; AA Agricultural Mechanic; 31 Agricultural Mechanics
Agricultural Products I, II	30	Agriculture
Agricultural Sales and Service I, II	30	Agriculture

Environmental and Natural Resources Occupations I, II	30	Agriculture; 37 Environmental Science
Floriculture I, II	30	Agriculture; 39 Horticulture
Forestry I, II	30	Agriculture; 38 Forestry
Livestock Management I, II	30	Agriculture; 34 Animal Science
Ornamental Horticulture I, II	30	Agriculture; 39 Horticulture
Pulpwood Harvesting I, II	30	Agriculture; 38 Forestry
Turf and Lawn Management I, II	30	Agriculture; 39 Horticulture
Consumer and Homemaking Education		
Basic Consumer and Homemaking	35	Home Economics
Adv. Consumer and Homemaking	35	Home Economics
Semester Courses:		
Child Development I, II	35	Home Economics
Clothing and Textiles I, II	35	Home Economics
Consumer Education I, II	35	Home Economics
Family Life Education I, II	35	Home Economics
Foods and Nutrition I, II	35	Home Economics
Housing and Home Furnishings I, II	35	Home Economics
Human Sexuality I, II	35	Home Economics
Parenthood Education I, II	35	Home Economics
Occupational Home Economics		
Child Care Services I, II	35	Home Economics
Food Services I, II	35	Home Economics; AQ Food Services
Clothing Services I, II	35	Home Economics
Housing and Home Furnishings I, II	35	Home Economics

Institutional and Home Management Services I, II	35	Home Economics

Distributive Education

Distributive Education I, II	32	Distributive Education
Fashion Merchandising	32	Distributive Education

Health Occupations

Dental Assisting (Post Sec.)	AC	Health Occupations
Practical Nursing (Post Sec., 12 mos.)	AC	Health Occupations
Practical Nursing (Phase I - Sec.)	AC	Health Occupations
Practical Nursing (Phase II - Post Sec.)	AC	Health Occupations
Nursing Assistant (Aide) (Sec.)	AC	Health Occupations
Inhalation Therapy Technician (Post Sec.)	AC	Health Occupations
Surgical Technician Operating Room Tech. (Post Sec.)	AC	Health Occupations
Health Occupations I, II (Sec.)	AC	Health Occupations

Industrial Arts

Industrial Arts Lab I, II	36	Industrial Arts
Mechanical Drawing I, II	36	Industrial Arts; AF Mechanical Drawing; AU Drafting

Business and Office Occupations

Shorthand, Personal	40	Office Occupations; 41 Shorthand; 45 Secretarial Science
Typing, Personal	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Business; 45 Secretarial Science
Accounting I, II	40	Office Occupations; 43 Accounting; 44 Accounting and Rel. Business

Introduction to Business	23	Economics; 40 Office Occupations; 44 Accounting and Rel. Business; 45 Secretarial Science
Office Procedures	40	Office Occupations; 45 Secretarial Science
Record Keeping I, II	40	Office Occupations; 43 Accounting; 44 Accounting and Rel. Business
Business Law	40	Office Occupations; 44 Accounting and Rel. Business
Shorthand I, II	40	Office Occupations; 42 Typing; 45 Secretarial Science
Typing I, II	40	Office Occupations; 42 Typing; 45 Secretarial Science
Typing II-Shorthand II	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Business; 45 Secretarial Science
Business Math	10	Mathematics; 40 Office Occupations; 43 Accounting; 44 Accounting and Rel. Business
Typing II-Office Procedures	40	Office Occupations; 45 Secretarial Science
Business English	04	English; 40 Office Occupations; 45 Secretarial Science
Office Machines	40	Office Occupations; 45 Secretarial Science
Business Communications	04	English; 40 Office Occupations; 45 Secretarial Science
Office Production Lab	40	Office Occupations; 45 Secretarial Science
Senior Intensified Office Occupation Studies	40	Office Occupations; 45 Secretarial Science
Business Principles and Management	40	Office Occupations; 44 Accounting and Rel. Business
Word Processing	40	Office Occupations; 45 Secretarial Science
Data Processing I	40	Office Occupations; 44 Accounting and Rel. Business; 46 Data Processing
Data Processing II	46	Data Processing

Keypunch	40	Office Occupations; 43 Accounting; 44 Accounting and Rel. Business; 46 Data Processing
Keyboarding I	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Business; 45 Secretarial Science; 46 Data Processing
Business Computer Applications	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Business; 45 Secretarial Science; 46 Data Processing
Introduction to Computers in Business Education	40	Office Occupations; 42 Typing; 44 Accounting and Rel. Business; 45 Secretarial Science; 46 Data Processing

Trade and Industrial

Air Cond. and Refrig. I, II, III	AG	Air Conditioning and Refrigeration
Appliance Repair I, II, III	AH	Appliance Repair
Auto Body Repair I, II, III	AJ	Auto Body and Fender
Auto Mechanics I, II, III	AK	Auto Mechanics
Masonry I, II, III	AL	Brick Masonry
Building Const. I, II, III	AM	Building Construction (Carpentry)
Business Machine Maintenance I, II, III	AN	Business Machine Repair
Cabinet Making I, II, III	AP	Cabinet Making
Commercial Photography I, II, III	AR	Commercial Photography; AX Graphic Communications
Cosmetology I, II, III	AT	Cosmetology
Diversified Occupations I, II	33	Diversified Occupations
Drafting I, II, III	AU	Drafting
Electricity I, II, III	AV	Electricity
Electronics I, II, III	AW	Electronics
Graphic Communications I, II, III	AX	Graphic Communications

Industrial Sewing I, II	AY	Industrial Sewing
Machine Shop I, II, III	BA	Machine Shop
Painting and Decorating I, II, III	BB	Painting and Decorating
Plumbing and Pipefitting I, II, III	BC	Plumbing
Radio and TV Repair I, II, III	BD	Radio and TV Repair; AW Electronics
Sheet Metal I, II, III	BE	Sheet Metal
Metalworking and Fabrication I, II	BE	Sheet Metal; BK Welding
Small Engine Repair I, II, III	BF	Small Engine Repair; AK Automotive Mechanics; AA Agricultural Mechanics
Tailoring I, II, III	BG	Tailoring
Textiles, I, II, III	BH	Textiles
Tilesetting I, II	BJ	Tilesetting
Welding I, II, III	BK	Welding
Commercial Art I, II, III	BN	Commercial Art
Barbering I, II, III	BP	Barbering
Shoe Repair	BQ	Shoe Repair
Automotive Services I	AA	Agricultural Mechanics; AK Automotive Mechanics

Prevocational

Prevocational I, II	30	Agriculture; 32 Distributive Education; 36 Industrial Arts; 40 Office Occupations; 35 Home Economics; BM Prevocational

Junior ROTC

Junior ROTC I, II, III		No State Certification Required.

Experimental Programs—Prior written approval of the Chief Supervisor of School District Accreditation Section must be obtained before beginning experimental programs.

SPECIAL EDUCATION—GRADES K-12

Profoundly Mental Handicapped	2C	(TMH); 2F (OH)
Trainable Mental Handicapped	2C	Special Education (TMH)
Educable Mental Handicapped	2A	Special Education (EMH)
Orthopedically Handicapped	2F	Special Education (Orthopedically Handicapped)
Emotionally Handicapped	2E	Special Education (Emotionally Handicapped)
Hearing Handicapped	2D	Special Education (Hearing Handicapped)
Visually Handicapped	2B	Special Education (Visually Handicapped)
Learning Disabilities	2G	Special Education (Learning Disabilities)
Speech Handicapped	03	Speech Correctionist

SCHOOL ADMINISTRATION AND SUPPORT SERVICES

Grades K-6	**Areas of Acceptable Certification**	
Principal	71 73	Principal (Elementary); Supervisor (Elementary)
Assistant Principal	71 73	Principal (Elementary); Supervisor (Elementary)
Curriculum Coordinator	71 73	Principal (Elementary); Supervisor (Elementary)
Guidance Counselor, Full Time, Part Time	86	Guidance Counselor (Elementary)
Media Specialist K-12, Full Time	60	Media Specialist
Medial Specialist K-12, Part Time	61	Teacher-Librarian

Grades 7-8	**Areas of Acceptable Certification**	
Principal	71 73 72 74	Principal (Elementary); Supervisor (Elementary); Principal (Secondary); Supervisor (Secondary)

Assistant Principal	71 Principal (Elementary); 73 Supervisor (Elementary); 72 Principal (Secondary); 74 Supervisor (Secondary)
Curriculum Coordinator	71 Principal (Elementary); 73 Supervisor (Elementary); 72 Principal (Secondary); 74 Supervisor (Secondary)
Guidance Counselor, Full Time	86 Elementary Guidance; 88 Associate Guidance (Secondary); 89 Guidance (Secondary); 90 Advanced Guidance (Secondary)
Media Specialist	60 Media Specialist (Library Science)
Grades 9-12	**Areas of Acceptable Certification**
Principal	72 Principal (Secondary); 74 Supervisor (Secondary)
Assistant Principal	72 Principal (Secondary); 74 Supervisor (Secondary)
Guidance Counselor, Full Time	88 Associate Guidance (Secondary); 89 Guidance (Secondary); 90 Advanced Guidance (Secondary); 86 Elementary Guidance—7th and 8th grades
Guidance Counselor, Part Time	88 Associate Guidance (Secondary); 89 Guidance (Secondary); 90 Advanced Guidance (Secondary); 86 Elementary Guidance—7th and 8th grades
Media Specialist	60 Media Specialist (Library Science)
Area Vocational Center	**Areas of Acceptable Certification**
Director, AVC	76 Vocational Center Director
Assistant Director, AVC	76 Vocational Center Director
Job Placement Coordinator	See Page 79
Vocational Guidance Counselor	See Page 80

TEAM TEACHERS GRADES 1-8

Grade Levels 1-4

Two Member Teams must reflect one of the following three alternatives for acceptable certification balance:

(a) 01, 01
(b) 01, 85
(c) 85, 85

Three Member Teams must reflect one of the following four alternatives for acceptable certification balance:

(a) 01, 01, 01
(b) 01, 01, 85
(c) 01, 85, 85
(d) 85, 85, 85

Four Member Teams must reflect one of the following alternatives for acceptable certification balance:

(a) 01, 01, 01, 01
(b) 01, 01, 01, 85
(c) 01, 01, 85, 85
(d) 01, 85, 85, 85
(e) 85, 85, 85, 85

Five Member Teams must reflect one of the following six alternatives for acceptable certification balance:

(a) 01, 01, 01, 01, 01
(b) 01, 01, 01, 01, 85
(c) 01, 01, 01, 85, 85
(d) 01, 01, 85, 85, 85
(e) 01, 85, 85, 85, 85
(f) 85, 85, 85, 85, 85

Certification balance for teams which include grades 4 and 5, 3-4-5, or 4-5-6, will be based upon alternatives present for grade levels 1-4.

Grade Levels 5-8

Two Member Teams must reflect one of the following two alternatives for acceptable certification balance:

(a) 01, 01
(b) 01 with second teacher certified in two of these areas: 10, 1B, and 12; 1C or 13; 20, 10, and 04; 1A or 80.

Three Member Teams must reflect one of the following five alternatives for acceptable certification balance:

(a) 01, 01, 01
(b) 01, 01 with teacher certified in 10, 1B, 12, 13, 1C, 20, 1D, 04, 1A, or 80 (one of these areas)
(c) 01 with second teacher certified in 10, 1B, 12, 13, 1C, 20, 1D, 04, 1A, or 80 (one of these areas) and third teacher certified in one of the above areas different from the second teacher
(d) 01, second teacher certified in 04, 1A, or 80, and third teacher certified in 12, 13, 1C, or 20, 1D
(e) 10, second teacher certified in 04, 1A, or 80, and third teacher certified in 12, 13, 1C, or 20, 1D

Four Member Teams Must reflect one of the following five alternatives for acceptable certification balance:

(a) 01, 01, 01, 01
(b) 01, 01, 01 with fourth teacher certified in any acceptable K-8 area
(c) 01, 01 with third teacher certified in 10, 13, 04, 1A, or 80 (any one area) with fourth teacher certified in 12, 13, 1C, or 20, 1D (any one area)
(d) 01 with second teacher certified in 10, 1B, 04, 1A, or 80, 12, 1C or 13, 1C, 20, 10 (any two areas), and third and fourth teachers certified in any acceptable K-8 area
(e) first teacher 10, 1B; second teacher 04, 1A, or 80; third teacher 12, 13, 1C, or 20, 1D; and fourth teacher certified in any acceptable K-8 area

Five Member Teams must reflect one of the following six alternatives for acceptable certification balance:

(a) 01, 01, 01, 01, 01
(b) 01, 01, 01, 01, with fifth teacher certified in any acceptable K-8 area
(c) 01, 01, 01 and fourth and fifth teachers certified in any acceptable K-8 area
(d) 01, 01 with third teacher certified in 10, 1B, 12, 13, 1C, 20, 1D, 04, 1A, or 80 (any one area) and fourth and fifth teachers certified in any acceptable K-8 area
(e) 01 with second teacher certified in 10, 1B, third teacher certified in 04, 1A, or 80, fourth teacher certified in 12, 13, 1C, or 20, 1D, and fifth teacher certified in any acceptable K-8 area
(f) First teacher certified in 10, 1B; second teacher certified in 04, 1A, or 80, third teacher certified in 12, 13, 14, 17, or 1C, fourth teacher certified in 20, 1D, and fifth teacher certified in any acceptable K-8 area

Any member of a team holding no certificate or an expired certificate will cause a team to be indicated as unbalanced.